Teacher Training and Physical Education Instructional Realities in Public Schools

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ABSTRACT

This study determined the extent of satisfaction with teacher training and the physical education instructional realities among MAPEH teachers in public schools within the Division of Cadiz City during the Academic Year 2025–2026. Anchored on the Technological Pedagogical Content Knowledge (TPACK) Framework developed by Koehler. This study examined the association between teacher training satisfaction and Physical Education instructional realities. Using a descriptive-comparative-correlational research design, the study involved 100 MAPEH teachers from selected public high schools.

Data were gathered through a validated researcher-made questionnaire and analyzed using mean, standard deviation, Mann–Whitney U-test, Kruskal Wallis test and Spearman rho at a 0.05 level of significance. Findings revealed that MAPEH teachers generally had a very high extent of satisfaction on teacher training and high to very high instructional realities in Physical Education. Significant differences in teacher training satisfaction and instructional realities were found when respondents were grouped according to teaching load, but no significant differences were found when grouped according to years in service.

Based on the findings, a proposed training program was developed to enhance teachers' competencies, instructional strategies, and professional growth. The study highlights the importance of continuous and contextualized professional development in improving the quality of Physical Education instruction in public schools.

Keywords: Teacher Training, Physical Education, Instructional Realities, MAPEH Teachers, Professional Development, Descriptive-Comparative-Correlational, Public School

INTRODUCTION

Teacher training refers to the professional preparation and continuous development of teachers aimed at enhancing their pedagogical knowledge, instructional skills, content mastery, and classroom management competencies (Creagh et al., 2025).

It serves as a critical component in improving the quality of teaching and learning outcomes. In the context of Physical Education (PE), teacher training equips educators with the necessary competencies to effectively facilitate movement-based learning, promote physical literacy, and encourage healthy lifestyles among students (Bhowmik & Choudhury, 2017).

Physical education instructional realities, on the other hand, refer to the actual teaching conditions experienced by PE teachers in schools, including the availability of resources, institutional support, workload demands, student participation, and the implementation of curriculum standards (Baharuddin, 2021). Understanding these realities is essential in determining whether teacher preparation adequately meets the demands of classroom practice.

Moreover, effectiveness of Physical Education instruction continues to be influenced by several challenges despite ongoing efforts to strengthen teacher preparation programs. Studies have shown that PE teachers in various countries encounter issues related to insufficient professional development opportunities, inadequate facilities and equipment, large class sizes, and limited instructional time allocated for physical education (Guimary et al., 2022).

Furthermore, the rapid changes in educational demands require teachers to continuously update their competencies to address diverse learner needs and emerging teaching methodologies. Although countries such as Australia, Finland, and the United Kingdom have invested significantly in teacher professional development, concerns regarding teacher workload, job satisfaction, and the practical application of training remain prevalent among educators (Layek & Koodamara, 2024).

Moreover, the implementation of quality Physical Education instruction faces numerous challenges despite the integration of PE within the K–12 curriculum. Public school teachers are often tasked with multiple responsibilities beyond classroom instruction, resulting in increased workload and limited opportunities to focus on instructional improvement (Arias & Daing, 2020).

Research indicates that many MAPEH teachers experience difficulties in delivering effective PE lessons due to inadequate training, insufficient facilities and equipment, and a lack of specialized professional development programs (Galuara & Simpal, 2025). Additionally, disparities in teacher preparation and access to training opportunities contribute to variations in instructional competence and teaching effectiveness among Physical Education teachers across the country.

Furthermore, similar concerns are observed among public school MAPEH teachers in the Division of Cadiz City. Teachers are often required to handle multiple teaching preparations, extracurricular activities, administrative tasks, and other school-related responsibilities that may affect the quality of PE instruction.

Limited access to contextualized training programs and instructional resources further compounds the challenges encountered in implementing effective physical education classes. These conditions may influence teachers' satisfaction with professional training and their ability to translate acquired competencies into meaningful instructional practices within their respective schools.

The aforementioned international, national, and local issues highlight the interconnected nature of teacher training and physical education instructional realities. While professional development initiatives aim to improve teaching competence, their effectiveness may be constrained by contextual factors such as workload, resource availability, institutional support, and classroom conditions.

Consequently, understanding how teacher training influences actual instructional experiences is essential in addressing the persistent challenges faced by Physical Education teachers. Examining these factors collectively provides a more comprehensive understanding of how professional preparation contributes to instructional effectiveness within public school settings.

Despite the growing body of literature on teacher training and Physical Education instruction, a significant research gap remains in understanding the relationship between teachers' satisfaction with training and their actual instructional realities, particularly in the local context.

Existing studies have largely focused on teacher competencies, professional development programs, or challenges in PE instruction as separate areas of investigation. Limited empirical evidence is available regarding how satisfaction with teacher training relates to instructional realities among MAPEH teachers, especially when considering variables such as years in service and teaching load.

Moreover, studies specifically conducted within the Division of Cadiz City remain scarce. This gap underscores the need for localized research that examines the interplay between teacher training and physical education instructional realities to generate evidence-based recommendations and develop responsive professional development programs that address the actual needs of MAPEH teachers in public schools.

Statement of the Problem

This study aimed to determine the extent of satisfaction on teacher training and physical education instructional realities among MAPEH Teachers within the Division of Cadiz City for the Academic School year 2025 – 2026.

This study sought to answer the following questions:

What is the extent of satisfaction on teacher training among MAPEH teachers when taken as a whole and grouped according to:

a. Teaching Load; and
b. No. Years in Service

1. What is the extent of physical education instructional realities among MAPEH teachers when taken as a whole and grouped according to aforementioned variables?
2. Is there a significant difference in the extent of satisfaction on teacher training among MAPEH teachers when taken as a whole and grouped according aforementioned variables?
3. Is there a significant difference in the extent of physical education instructional realities among MAPEH teachers when taken as a whole and grouped according to aforementioned variables?
4. Is there a significant relationship between the satisfaction and physical education instructional realities among MAPEH teachers?
5. Based on the results of the study, what training program may be proposed?

Hypotheses of the Study

1. There is no significant difference in the extent of satisfaction on teacher training among MAPEH teachers when taken as a whole and grouped according aforementioned variables.
2. There is no significant difference in the extent of physical education instructional realities among MAPEH teachers when taken as a whole and grouped according to aforementioned variables.
3. There is no significant relationship between the satisfaction and physical education instructional realities among MAPEH teachers.

Framework

The study is anchored on the Technological Pedagogical Content Knowledge (TPACK) Framework developed by Koehler et al., (2013), which posits that effective teaching results from the integration of three essential forms of knowledge: content knowledge, pedagogical knowledge, and technological knowledge. The framework emphasizes that teachers must possess a thorough understanding of the subject matter, employ appropriate instructional strategies, and effectively utilize technology to enhance learning experiences. Rather than treating these knowledge domains separately, TPACK highlights the importance of their interaction in promoting meaningful and effective instruction.

The TPACK Framework provides a relevant theoretical foundation for examining teacher training and Physical Education instructional realities in public schools. Teacher training serves as an avenue for developing teachers' competencies in content, pedagogy, and technology through professional development activities such as seminars, workshops, in-service training, and continuing education programs. In the field of Physical Education, these competencies enable teachers to design engaging learning activities, utilize appropriate teaching methods, integrate available technologies, and implement effective assessment strategies that address diverse learner needs and varying instructional contexts.

Furthermore, the framework supports the assumption that teachers who participate in relevant and meaningful training opportunities are better prepared to respond to the instructional realities they encounter. Enhanced TPACK competencies allow teachers to adapt their teaching practices despite challenges related to facilities, equipment, class size, workload, and resource availability. Consequently, the TPACK Framework provides a

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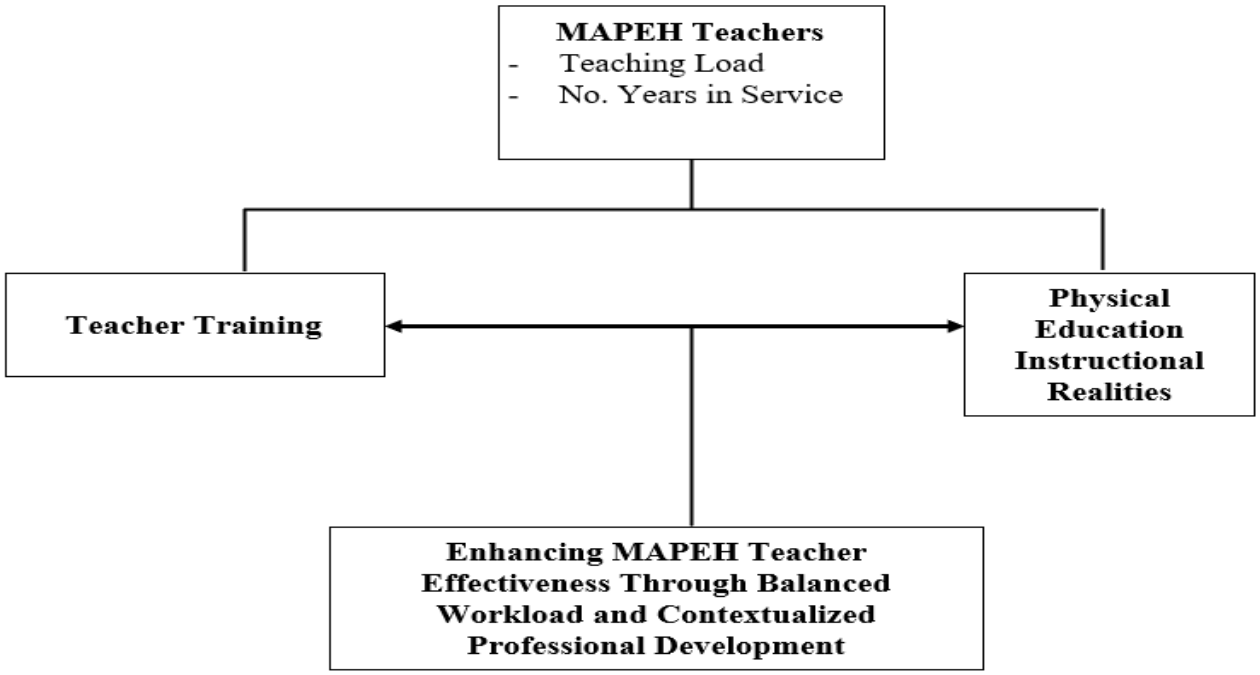
strong basis for understanding how teacher training contributes to the development of effective instructional practices and influences the quality of Physical Education instruction in public schools.

Figure 1. Schematic Diagram on the Teacher Training and Physical Education Instructional Realities



Scope and Limitations

The study focused on determining the level of Teacher Training and Physical Education Instructional Realities among MAPEH teachers in the public high schools in the Division of Cadiz City during Academic Year 2025-2026. It is limited to 100 respondents who were selected as the sample size to represent the population of MAPEH teachers in the Division of Cadiz City. The researcher utilized a descriptive-comparative-correlational research design to describe existing conditions, compare variables across groups, and determine relationships between teacher training and instructional realities. Data were gathered using an adapted researcher-made instrument that underwent content validation to ensure reliability and accuracy of responses. The study employed mean and standard deviation to measure levels, while Mann–Whitney U-test, and Kruskal Wallis Test to determine significant differences, and Spearman rho to examine relationships between variables, all tested at an alpha level of 0.05. The scope of the study was confined to public high schools in the Division of Cadiz City, and results may not be generalized beyond similar educational settings or disciplines.

Significance of the Study

This study is significant to several individuals and groups involved in the improvement of teacher training and physical education instruction among MAPEH teachers. The findings provide valuable insights into the relationship between teacher training satisfaction and physical education instructional realities, as well as the influence of teaching load on instructional effectiveness. Specifically, this study may benefit the following:

School Administrators. The findings of this study provide school administrators with important information regarding the impact of teaching load and professional development on teacher satisfaction and instructional performance. These insights can guide administrators in creating balanced teaching assignments, strengthening school-based support systems, and ensuring that teachers are provided with sufficient opportunities for relevant professional development.

MAPEH Teachers. This study may help MAPEH teachers better understand the importance of professional development in enhancing instructional practices and improving classroom experiences. The findings may encourage teachers to actively participate in training programs and apply acquired knowledge and strategies to improve the quality of physical education instruction. It may also raise awareness of the need for effective workload management to sustain teaching effectiveness.

Division Supervisors. The results of this study can assist division supervisors in evaluating the effectiveness of existing teacher training programs and identifying areas for improvement. The findings may serve as a basis for developing more responsive, relevant, and practical training initiatives that address the specific instructional needs of MAPEH teachers.

Teacher Training Providers. This study offers useful information for teacher training providers in designing and delivering professional development programs that are context-based and aligned with teachers' actual classroom experiences. The findings highlight the need for training that is practical, accessible, and capable of addressing challenges related to workload and instructional realities.

Curriculum Planners. The study may benefit curriculum planners by providing evidence on how teacher training influences instructional delivery in physical education. These findings can support the enhancement of curriculum frameworks and instructional guidelines that promote effective teaching practices and continuous professional growth among MAPEH teachers.

Future Researchers. This study may serve as a useful reference for future researchers who wish to explore related topics such as teacher satisfaction, instructional realities, workload management, and professional development effectiveness. It can provide a foundation for further studies in other educational contexts, subject areas, or regions to broaden understanding of factors influencing teaching quality.

Definition of Terms

Instructional Realities. This refers to the actual conditions, practices, and challenges that teachers encounter in delivering instruction within real classroom settings, reflecting the gap between theoretical teaching approaches and practical application (Abdullahi, 2025).

As used in the study, this refers to the existing situations and experiences of MAPEH teachers in conducting Physical Education classes in public high schools, specifically in terms of available resources, teaching implementation, and instructional outcomes, as measured by the researcher-made instrument.

Physical Education. Conceptual Definition. This refers to an academic subject that promotes physical fitness, motor skills, and holistic health through structured movement experiences and physical activities designed to develop students' physical, mental, and social well-being (Porter, 2026)

As used in the study, this refers to the area of instruction handled by MAPEH teachers in public high schools, emphasizing the teaching practices, challenges, and implementation of physical activities as assessed through the adapted researcher's instrument.

Teacher Training. This refers to the organized process of developing teachers' professional knowledge, skills, and attitudes necessary for effective classroom instruction, often through workshops, seminars, or formal education programs aimed at improving teaching competence (Darling-Hammond et al., 2017).

As used in the study, this refers to the level of professional preparation and development activities attended by MAPEH teachers in selected high schools, which will be assessed using a researcher-made instrument focusing on training satisfaction, skill development, and classroom application.

METHODOLOGY

Research Design

This study utilized a descriptive-comparative-correlational Research Design to determine the level of Teacher Training and Physical Education Instructional Realities in Public Schools among MAPEH Teachers within the Division of Cadiz City Year 2025–2026. This design was identified as the most suitable approach since it allowed the researcher to describe the current conditions, compare differences among groups, and examine relationships between variables without manipulating them (Thomas & Zubkov, 2023). The design was appropriate because it provided comprehensive understanding of how training experiences influence instructional practices among MAPEH teachers. Using an adapted researcher-made instrument, data were gathered from 100 respondents, ensuring sufficient representation and validity of findings relevant to improving teacher development and instructional effectiveness in Physical Education.

Respondents

The respondents of the study consisted of 100 teachers selected from a total population of 134 teachers in one of the school divisions in Negros Occidental. The sample size was determined using the Cochran formula for finite populations, which is widely used to obtain a representative sample while maintaining an acceptable margin of error and confidence level. Based on the computation, a sample size of 100 teachers was deemed sufficient to represent the target population.To ensure adequate representation of the different subgroups within the population, stratified random sampling was employed. The population was first stratified according to sex, and proportional allocation was applied in selecting the respondents. Of the 134 teachers, 44 (33%) were male and 90 (67%) were female. Maintaining these proportions in the sample, 33 male teachers and 67 female teachers were randomly selected. This sampling procedure enhanced the representativeness of the sample and minimized potential sampling bias, thereby improving the reliability and generalizability of the study findings.

Table 1 Distribution of Respondents

Grouping Variable	*N*	*n*	*%*
Sex			
Male	44	33	33%
Female	90	67	67%
Total	134	100	100%

Research Instrument

The primary data-gathering instrument used in this study was a structured questionnaire designed to examine teacher training and Physical Education instructional realities in public schools. The instrument was composed of three major parts: (1) Introduction and Ethical Statement, (2) Demographic and Professional Context, and (3) Survey Proper. The questionnaire was carefully structured to align with the objectives of the study and to obtain reliable and relevant data from the respondents.

The introductory section contained a formal letter addressed to the respondents. It explained the purpose of the study entitled *"Teacher Training and Physical Education Instructional Realities in Public Schools"* and invited teachers to participate voluntarily. This section also assured respondents that all information gathered would be treated with strict confidentiality and used solely for academic purposes. This ethical consideration aimed to encourage honest and accurate responses.

The second part of the instrument focused on the Demographic and Professional Context **o**f the respondents. This section gathered basic background information relevant to the study. Specifically, it included two required variables: (a) Years in Service, categorized as 1–10 years, 11–20 years, and 21–30 years; and (b) Teaching Load, classified as Full Load or Overload. This section allowed the researcher to describe the professional profile of

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the respondents and analyze possible relationships between demographic factors and their responses to teacher training and instructional realities.

The third and main section of the instrument was the Survey Proper, which was divided into two subsections: (A) Satisfaction on Teacher Training and (B) Physical Education Instructional Realities.

Part A, Satisfaction on Teacher Training, consisted of statements measuring the respondents' extent of satisfaction with the teacher training they received, particularly in relation to MAPEH instruction. It consisted of 20 items assessed various dimensions such as technology integration, content knowledge enhancement, teaching strategies, classroom management, assessment practices, professional growth, and the integration of content, pedagogy, and technology. These indicators were designed to evaluate how effectively teacher training programs prepared educators for actual classroom implementation. In addition, it has 5 point Likert scale namely: 5 – very satisfied; 4- satisfied; 3- neither satisfied nor dissatisfied; 2- dissatisfied; and 1- very dissatisfied.

Mean Range	**Verbal Interpretation**	**Verbal Description**
1.00 – 1.80	Very Low Satisfaction	Teachers exhibit a very low level of satisfaction with teacher training. This indicates that training programs are largely ineffective, irrelevant, or insufficient in meeting teachers' professional needs.
1.81 – 2.60	Low Satisfaction	Teachers demonstrate a low level of satisfaction with teacher training. This suggests that training programs are inadequate and only minimally support teachers' instructional needs, requiring significant improvement.
2.61 – 3.40	Moderate Satisfaction	Teachers have a moderate level of satisfaction with teacher training. This implies that training programs are somewhat helpful but may lack consistency, depth, or relevance to actual classroom practice.
3.41 – 4.20	High Satisfaction	Teachers experience a high level of satisfaction with teacher training. This indicates that training programs are generally effective and beneficial, though there is still room for enhancement.
4.21 – 5.00	Very High Satisfaction	Teachers demonstrate a very high level of satisfaction with teacher training. This shows that training programs are highly effective, relevant, and supportive of teachers' professional growth and instructional improvement.

Part B, Physical Education Instructional Realities, contained statements that measured the actual conditions and experiences encountered by teachers in delivering Physical Education instruction. It consisted of 20 items addressed factors such as time allocation, facilities, equipment availability, class size, student participation, safety considerations, assessment practices, administrative workload, weather conditions, policy support, and adaptability to classroom conditions. This section aimed to determine the real-world instructional environment and constraints affecting Physical Education teaching. In addition, it has 5-point Likert scale namely: 5 – always; 4- often; 3- sometimes; 2- rarely; and 1- never.

Here is a clear verbal interpretation and verbal description for each mean range focusing on Physical Education Instructional Realities:

Mean Range	**Verbal Interpretation**	**Verbal Description**
1.00 – 1.80	Very Low Extent	Teachers demonstrate a very low extent of physical education instructional realities. This indicates that instructional practices are highly ineffective, with significant challenges in delivering quality physical education.
1.81 – 2.60	Low Extent	Teachers exhibit a low extent of physical education instructional realities. This suggests that instructional practices are insufficient and do not adequately support effective teaching and student engagement in physical education.

2.61 – 3.40	Moderate Extent	Teachers show a moderate extent of physical education instructional realities. This implies that instructional practices are somewhat evident but may lack consistency, effectiveness, or alignment with desired learning outcomes.
3.41 – 4.20	High Extent	Teachers demonstrate a high extent of physical education instructional realities. This indicates that instructional practices are generally effective, with appropriate strategies and activities implemented in most situations.
4.21 – 5.00	Very High Extent	Teachers exhibit a very high extent of physical education instructional realities. This shows that instructional practices are highly effective, well-executed, and consistently support quality teaching and student engagement in physical education.

To ensure the accuracy and consistency of the research instrument, both validity and reliability testing were conducted. The validity of the instrument was established through expert validation using Lawshe's Content Validity Ratio (CVR) method According to (Rodenas & Menes, 2026) validity refers to the extent to which a research instrument appropriately, accurately, and adequately measures the concepts or variables it is intended to assess. A panel of ten (10) experts, composed of specialists in physical education, educational research, and teacher training, evaluated each item in the questionnaire based on its relevance, clarity, and alignment with the study's objectives. The results of their evaluation were quantified using Lawshe's formula to determine the content validity ratio of each item, ensuring that all retained items were essential and representative of the constructs being measured. The overall result yielded a content validity ratio of 0.89, indicating that the instrument was valid for use in the study.

Meanwhile, the reliability of the instrument was determined through a pilot test that was administered to 30 non-actual respondents from other schools within the same division who were not included in the main study. According to (Anciano, 2026) reliability refers to the consistency and dependability of a research instrument in producing stable and similar results when administered under comparable conditions. Cronbach's alpha was used to assess the internal consistency reliability of the instrument, as it is considered appropriate for Likert-type scales measuring latent constructs through multiple related items. The Satisfaction on Teacher Training scale demonstrated excellent reliability (α = .97, 95% CI [.95, 1.00]), indicating a very high level of internal consistency. However, the magnitude of the coefficient suggested possible redundancy among some items.

Similarly, the Physical Education Instructional Realities scale showed excellent reliability (α = .98, 95% CI [.95, 1.00]), also indicating a very high level of internal consistency. As with the previous scale, the high reliability coefficient implied the potential presence of item redundancy. Overall, both scales were considered reliable and appropriate measures of their respective constructs.

Data Gathering Procedure

The process of data collection in this study was systematically conducted in three phases to ensure accuracy, ethical compliance, and reliability of the gathered data.

Pre-Survey Phase. During the pre-survey phase, the researcher sought formal approval from the Schools Division Office and from the principals of the selected public high schools to conduct the study among MAPEH teachers. Upon receiving permission, the researcher distributed informed consent forms to the respondents to ensure voluntary participation and uphold ethical research standards.

Survey Proper Phase. In the survey proper phase, the validated researcher-made instrument was administered to 100 MAPEH teachers from the public high schools in the Division of Cadiz City. The distribution was conducted either in person or electronically, depending on the availability and accessibility of the respondents. Respondents were given ample time to complete the questionnaire to ensure thoughtful and honest responses. The researcher provided clear instructions and was available to answer any clarifications to prevent misinterpretation of questions. All collected responses were treated with strict confidentiality, ensuring that no identifying information was disclosed.

Post-Survey Phase. After retrieving all accomplished questionnaires, the researcher carefully checked and organized the data for completeness and accuracy. Responses were then encoded, tabulated, and statistically analyzed using appropriate statistical tools. The analyzed results were interpreted to answer the research problems and draw conclusions aligned with the study objectives. Finally, the researcher prepared a comprehensive report of the findings, conclusions, and recommendations, which served as valuable input for improving teacher training and instructional practices in Physical Education within public schools.

Statistical Treatment of Data

For problem 1 which determined the extent of satisfaction on teacher training among MAPEH Teachers when grouped according to teaching load and years in service, the mean and standard deviation were utilized. The mean was used to identify the average level of satisfaction for each group, while the standard deviation was used to measure the variability or consistency of responses within each category. These statistical tools were appropriate because the objective of the problem was descriptive in nature and aimed to determine the extent of the variable under study.

For problem 2, which determined the extent of physical education instructional realities among MAPEH Teachers when grouped according to teaching load and years in service, the mean and standard deviation were employed.

For problem 3, which determined the significant difference in the extent of satisfaction on teacher training among MAPEH Teachers when grouped according to teaching load and years in service. Nonparametric statistical tests were employed based on the results of the Shapiro–Wilk test of normality, which indicated violations of the normality assumption.

For teaching load, the Mann–Whitney U test was utilized because the comparison involved two independent groups (full load and overload) and the data were not normally distributed. This test was appropriate for determining whether a significant difference existed in satisfaction scores between the two groups.

For years in service, the Kruskal–Wallis H test was employed because the comparison involved three independent groups (1–10 years, 11–20 years, and 21–30 years), and the assumption of normality was likewise violated. This test was appropriate for determining whether a significant difference existed in satisfaction scores across the three categories.

The use of these nonparametric tests was appropriate because they do not require normally distributed data and are suitable for comparing independent groups using ordinal or non-normally distributed interval-level data.

For problem 4, which determined whether there is a significant difference in the extent of physical education instructional realities among MAPEH Teachers when grouped according to teaching load and years in service, nonparametric statistical tests were employed based on the results of the Shapiro–Wilk test of normality, which indicated violations of the normality assumption.

For teaching load, the Mann–Whitney U test was utilized because the comparison involved two independent groups (full load and overload) and the data were not normally distributed. This test was appropriate for determining whether a significant difference existed in respondents' perceptions of physical education instructional realities between the two groups.

For years in service, the Kruskal–Wallis H test was employed because the comparison involved three independent groups (1–10 years, 11–20 years, and 21–30 years), and the assumption of normality was likewise violated. This test was appropriate for determining whether a significant difference existed in perceptions of physical education instructional realities across the three categories.

The use of these nonparametric tests was appropriate because they do not require normally distributed data and are suitable for comparing independent groups using ordinal or non-normally distributed interval-level data.

For problem 5 which determined whether there is a significant relationship between satisfaction on teacher training and physical education instructional realities among MAPEH Teachers, the Spearman rank-order correlation coefficient was employed. This nonparametric test was appropriate because the variables were derived from scaled questionnaire responses and the assumption of normality was violated based on the results of the Shapiro–Wilk test.

The Spearman rank-order correlation was used to determine the strength, direction, and statistical significance of the relationship between the two variables. A positive coefficient indicates that as satisfaction on teacher training increases, perceptions of physical education instructional realities also tend to increase, while a negative coefficient indicates an inverse relationship.

Ethical Considerations

Strict adherence to ethical research standards was observed to ensure the protection, privacy, and integrity of all participants. Prior to data collection, the researcher sought permission from the Schools Division Office and the principals of the participating schools. Informed consent was obtained from all respondents, ensuring that their participation was voluntary and that they were fully informed about the purpose, procedures, and scope of the study.

Participants were assured of confidentiality and anonymity, and their responses were used solely for academic purposes. No personal identifiers were recorded, and data were handled and stored securely to prevent unauthorized access. The researcher also ensured that no physical, psychological, or professional harm resulted from participation. Finally, proper acknowledgment of all sources and references was observed to uphold academic honesty and research integrity throughout the study.

RESULTS AND DISCUSSION

This study aimed to determine the extent of satisfaction on teacher training and physical education instructional realities among MAPEH Teachers within the Division of Cadiz City for the Academic School year 2025 – 2026. The researcher utilized the descriptive comparative and correlational research design to achieve the study. This chapter focused on showing, analyzing, and explaining the data collected for this study. It presents the results using statistical methods to describe and understand the information related to the research problem.

Extent of Satisfaction on Teacher Training Among MAPEH Teachers

Table 2 presents the extent of satisfaction on teacher training among MAPEH Teachers when grouped according to teaching load. Respondents with a full load obtained a higher mean score (M = 4.58, SD = 0.48) compared with those with an overload assignment (M = 3.62, SD = 0.81).

Table 2 Extent of Satisfaction on Teacher Training Among MAPEH Teachers When Grouped According to Teaching Load

Teaching Load	n	M	SD
Full Load	93	4.58	0.48
Overload	7	3.62	0.81

Note: 1.00-1.80=Very Low; 1.81-2.60=Low; 2.61-3.40=Moderate; 3.41-4.20=High; 4.21-5.00= Very High

The table shows that MAPEH teachers with a full teaching load (n = 93) reported a very high extent of satisfaction with teacher training (M = 4.58, SD = 0.48), while those experiencing overload (n = 7) reported a lower, though still high, extent of satisfaction

(M = 3.62, SD = 0.81). The mean difference suggests that teachers handling a full but manageable workload tend to perceive training more positively than those who are overloaded. Additionally, the higher standard

deviation among overloaded teachers indicates greater variability in their responses, implying less consistency in how they perceive training.

These findings suggest that workload plays a significant role in how teachers value and benefit from professional development. Teachers with a full but balanced load may be better able to engage with and appreciate training programs, while those experiencing overload might feel constrained by time, stress, or fatigue, which can reduce the perceived effectiveness of such training. This implies that schools should consider workload management when designing and implementing teacher training programs, ensuring that teachers are not overburdened to the point that professional development becomes less impactful.

The result aligns with studies indicating that manageable workloads enhance teacher engagement in professional development and overall job satisfaction (Eryilmaz et al., 2025), which found that excessive workload is linked to stress and reduced satisfaction. Similarly, Baharuddin (2021) emphasized that supportive working conditions improve the effectiveness of teacher training. However, some studies may present contrasting findings, suggesting that highly challenged teachers can still find training valuable, especially when it directly addresses their immediate classroom demands (Bullo & Manlapas, 2021). In such cases, overload may not necessarily diminish satisfaction but instead heighten the perceived relevance of training, depending on its design and applicability.

Extent of Satisfaction on Teacher Training Among MAPEH Teachers

Table 3 presents the extent of satisfaction on teacher training among MAPEH Teachers when grouped according to years in service. Respondents with 1–10 years in service obtained the highest mean score (M = 4.60, SD = 0.48), followed by those with 11–20 years in service (M = 4.52, SD = 0.53). Teachers with 21–30 years in service registered the lowest mean score (M = 4.19, SD = 0.75).

Table 3 Extent of Satisfaction on Teacher Training Among MAPEH Teachers When Grouped According to Years in Service

Years in Service	n	M	SD
1–10	55	4.60	0.48
11–20	29	4.52	0.53
21–30	16	4.19	0.75

Note: 1.00-1.80=Very Low; 1.81-2.60=Low; 2.61-3.40=Moderate; 3.41-4.20=High; 4.21-5.00= Very High

The table indicates that MAPEH teachers across all years of service reported a generally very high extent of satisfaction with teacher training. Teachers with 1–10 years of service (n = 55) had the highest mean satisfaction (M = 4.60, SD = 0.48), followed closely by those with 11–20 years (n = 29; M = 4.52, SD = 0.53). Meanwhile, teachers with 21–30 years of service (n = 16) reported a slightly lower mean (M = 4.19, SD = 0.75), which falls under the “high” category. The results suggest a slight decline in satisfaction as years of service increase, along with greater variability in responses among more experienced teachers.

These findings imply that early- to mid-career teachers may be more receptive to or satisfied with teacher training programs compared to their more experienced counterparts. This could be because newer teachers are still developing their teaching practices and may find training more relevant and engaging. In contrast, veteran teachers might perceive training as less aligned with their established methods or may require more specialized, advanced, or differentiated professional development. This highlights the importance of tailoring training programs based on career stages to sustain engagement and maximize effectiveness.

The results are consistent with studies suggesting that early-career teachers tend to benefit more from professional development due to their need for skill-building and support (Ventista & Brown, 2023), while more experienced teachers may show slightly lower satisfaction if training is not differentiated to their level. Additionally, research by Eryilmaz et al., (2025) found that teacher satisfaction can vary across career stages, often declining slightly with years of service due to factors like burnout or routine. However, some studies

present contrasting evidence, indicating that experienced teachers can report equally high or even higher satisfaction when professional development is relevant, collaborative, and reflective of their expertise (Reeves et al, 2017). This suggests that the design and delivery of training play a crucial role in shaping satisfaction, regardless of years in service.

Extent of Physical Education Instructional Realities Among MAPEH Teachers

Table 4 presents the extent of Physical Education instructional realities among MAPEH teachers when grouped according to teaching load. Teachers with a full teaching load obtained the highest mean score (M = 4.58, SD = 0.47), which is interpreted as Very High. In contrast, teachers with an overload teaching assignment registered a lower mean score (M = 3.77, SD = 0.94), interpreted as High. The results indicate that teachers carrying a full teaching load perceived a greater extent of positive instructional realities in Physical Education compared to those with overload assignments.

Table 4 Extent of Physical Education Instructional Realities Among MAPEH Teachers When Grouped According to Teaching Load

Teaching Load	n	M	SD
Full Load	93	4.58	0.47
Overload	7	3.77	0.94

Note: 1.00-1.80=Very Low; 1.81-2.60=Low; 2.61-3.40=Moderate; 3.41-4.20=High; 4.21-5.00= Very High

The table reveals that MAPEH teachers with a full teaching load (n = 93) reported a very high extent of physical education instructional realities (M = 4.58, SD = 0.47). In contrast, those experiencing overload (n = 7) obtained a lower mean score (M = 3.77, SD = 0.94), which is interpreted as high. This indicates that while both groups generally perceive instructional realities positively, teachers with a full load demonstrate a significantly higher and more consistent perception, as reflected in the lower standard deviation. Meanwhile, the higher variability among overloaded teachers suggests differing experiences in managing instructional demands.

These findings imply that a manageable teaching load contributes to more favorable and stable instructional experiences in physical education. Teachers handling overload may face constraints such as limited preparation time, fatigue, and resource challenges, which could affect their ability to deliver instruction effectively. As a result, educational administrators should consider regulating teaching loads and providing adequate support systems to ensure that teachers can maintain high-quality instructional practices, particularly in physically demanding subjects like MAPEH.

The results are supported by studies indicating that excessive workload negatively impacts instructional quality and teacher effectiveness (Wang et al., 2025), as overload can lead to stress and reduced performance. Furthermore, Darling-Hammond et al. (2017) emphasized that favorable working conditions, including manageable workloads, enhance teaching practices and student outcomes. However, some research offers a contrasting perspective, suggesting that experienced teachers may develop coping strategies that allow them to maintain instructional quality even under heavy workloads (Creagh et al., 2025). In such cases, the negative effects of overload may be mitigated by teacher resilience and professional expertise, depending on context and support.

Extent of Physical Education Instructional Realities Among MAPEH Teachers

Table 5 presents the extent of physical education instructional realities among MAPEH Teachers when grouped according to years in service. Respondents with 11–20 years in service obtained the highest mean score (M = 4.56, SD = 0.45), followed closely by those with 1–10 years in service (M = 4.54, SD = 0.60). Teachers with 21–30 years in service registered the lowest mean score (M = 4.41, SD = 0.55).

Table 5 Extent of Physical Education Instructional Realities Among MAPEH Teachers When Grouped According to Years in Service

Years in Service	n	M	SD
1–10	55	4.54	0.60
11–20	29	4.56	0.45
21–30	16	4.41	0.55

Note: 1.00-1.80=Very Low; 1.81-2.60=Low; 2.61-3.40=Moderate; 3.41-4.20=High; 4.21-5.00= Very High

The data show that MAPEH teachers across all years of service demonstrate a very high extent of physical education instructional realities. Those with 11–20 years of service recorded the highest mean score (M = 4.56, SD = 0.45), closely followed by teachers with 1–10 years of experience (M = 4.54, SD = 0.60). Meanwhile, teachers with 21–30 years of service obtained the lowest mean (M = 4.41, SD = 0.55), although this still falls within the "very high" category. The results indicate only slight differences across groups, with mid-career teachers showing the most favorable perception and relatively consistent responses.

These findings suggest that teachers in their mid-career stage may be at an optimal point where experience and adaptability intersect, allowing them to effectively manage and deliver physical education instruction. Early-career teachers also exhibit strong instructional engagement, possibly due to enthusiasm and recent training. On the other hand, more experienced teachers, while still highly competent, may experience slight declines in perceived instructional realities due to factors such as routine, fatigue, or evolving educational demands. This implies the need for differentiated support and continuous professional development tailored to various career stages.

The results are consistent with studies indicating that teacher effectiveness and engagement often peak during mid-career stages, where individuals have gained sufficient experience while maintaining motivation (Layek & Koodamara, 2024). Additionally, research suggests that early-career teachers tend to be highly engaged due to recent preparation and enthusiasm (Mpisi & Chinyama, 2026). However, some studies contradict this pattern, showing that veteran teachers can maintain or even improve instructional quality over time when supported with meaningful professional development and leadership opportunities (Salmerón et al., 2022). This suggests that years of service alone do not determine instructional effectiveness, as context and support systems play critical roles.

Difference in Satisfaction on Teacher Training Among MAPEH Teachers

Table 6 presents the difference in satisfaction on teacher training among MAPEH Teachers when grouped according to teaching load. A Mann–Whitney U test revealed a statistically significant difference in satisfaction scores between respondents with full load and overload assignments (U = 535.00, p = .005).

Table 6 Difference in Satisfaction on Teacher Training Among MAPEH Teachers When Grouped According to Teaching Load

Variable	U	p
Satisfaction on Teacher Training	535.00	.005

The result indicates that satisfaction on teacher training significantly varied according to teaching load. Based on the earlier descriptive findings, teachers with full load assignments reported higher satisfaction than those with overload assignments. Therefore, the null hypothesis of no significant difference was rejected.

The results reveal that there is a statistically significant difference in satisfaction on teacher training among MAPEH teachers when grouped according to teaching load (U = 535.00, p = .005). Since the p-value is less than the 0.05 level of significance, the null hypothesis of no significant difference is rejected. This indicates that teaching load is associated with teachers' satisfaction with training. Consistent with earlier descriptive findings, teachers with full teaching loads reported higher satisfaction compared to those with overload assignments.

This finding suggests that excessive teaching load can negatively affect how teachers perceive and benefit from professional development programs. Teachers with manageable workloads are more likely to engage actively, reflect on learning, and apply new strategies, leading to higher satisfaction. In contrast, overloaded teachers may experience stress, time constraints, and fatigue, which can limit their ability to fully participate in and appreciate training. This highlights the importance of balancing teaching assignments and ensuring that professional development initiatives are implemented alongside supportive workload policies.

The result is supported by studies showing that workload significantly influences teacher satisfaction and engagement in professional development (Maquidato & Bayani, 2024), where excessive demands are linked to stress and lower job satisfaction. Additionally, Addimando (2019) emphasized that supportive working conditions enhance the effectiveness of teacher training. However, some research offers a contrasting view, suggesting that even teachers with heavy workloads may report high satisfaction when training is highly relevant, flexible, and directly applicable to their needs (Gabunilas & Gonzales, 2022). This implies that while workload is a key factor, the quality and design of training programs can also shape teacher satisfaction.

Difference in Satisfaction on Teacher Training Among MAPEH Teachers

Table 7 presents the difference in satisfaction on teacher training among MAPEH Teachers when grouped according to years in service. Results of the Kruskal–Wallis H test revealed that there was no statistically significant difference in satisfaction scores across the three groups, ($H(2) = 4.06$, $p = .131$).

Table 7 Difference in Satisfaction on Teacher Training Among MAPEH Teachers When Grouped According to Years in Service

Factor	H	df	p
Satisfaction on Teacher Training	4.06	2	.131

Note. Kruskal–Wallis H test was used because the assumption of normality was violated. Statistical significance was set at $p < .05$.

Since the obtained probability value exceeded the .05 level of significance, the null hypothesis was not rejected. This indicates that satisfaction on teacher training did not significantly vary according to respondents' years in service.

This indicates that teachers, regardless of whether they are early-career, mid-career, or highly experienced, reported relatively similar extents of satisfaction with teacher training.

This finding suggests that years of service do not play a decisive role in shaping teachers' satisfaction with training programs. It implies that teacher training initiatives may be broadly effective and relevant across different career stages. Regardless of experience extent, teachers may share common professional needs or perceive equal value in training opportunities. This highlights the potential strength of well-designed, inclusive professional development programs, while also suggesting that differentiation based solely on years of service may not be necessary in terms of satisfaction

The result aligns with studies indicating that teacher satisfaction with professional development can be consistent across experience extents when programs are relevant, collaborative, and practical (Nurullah et al., 2025). These studies emphasize that the quality and applicability of training matter more than demographic factors such as tenure. However, some research presents contrasting findings, suggesting that years of service can influence satisfaction, with early-career teachers often reporting higher enthusiasm and veteran teachers sometimes showing lower satisfaction due to burnout or perceived irrelevance of training (Erum et al., 2025). This suggests that while no significant differences were found in this study, contextual factors and program design may still shape how teachers at different career stages experience professional development.

Difference in Physical Education Instructional Realities Among MAPEH Teachers

Table 8 presents the difference in physical education instructional realities among MAPEH Teachers when grouped according to teaching load. Results of the Mann–Whitney U test revealed a statistically significant difference between respondents with full load and overload assignments, (U = 516.00, p = .010).

Table 8 Difference in Physical Education Instructional Realities Among MAPEH Teachers When Grouped According to Teaching Load

Variable	U	p
Physical Education Instructional Realities	516.00	.010

Note. Mann–Whitney U test was used because the assumption of normality was violated. Statistical significance was set at $p < .05$.

The results indicate a statistically significant difference in physical education instructional realities among MAPEH teachers when grouped according to teaching load (U = 516.00, p = .010). Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. This indicates that perceptions differed significantly according to teaching load. Consistent with earlier descriptive findings, teachers with full teaching loads reported more favorable perceptions compared to those with overload assignments.

Since the obtained probability value was less than the .05 level of significance, the null hypothesis was rejected. This indicates that perceptions of physical education instructional realities significantly differed according to teaching load. Based on the earlier descriptive findings, teachers with full load assignments reported more favorable perceptions than those with overload assignments.

This finding suggests that manageable teaching loads contribute to more positive and effective instructional experiences in physical education. Teachers with full loads may have adequate time for lesson preparation, classroom management, and student engagement, leading to better perceptions of instructional realities. In contrast, overloaded teachers may struggle with time constraints, fatigue, and increased responsibilities, which can negatively affect their instructional delivery. This underscores the importance of balanced workload distribution and institutional support to ensure quality teaching, particularly in physically demanding and activity-based subjects like MAPEH. The findings are supported by studies showing that excessive workload negatively affects teaching effectiveness and classroom practices (Creagh et al., 2025), as increased demands can lead to stress and reduced instructional quality. Furthermore, Addimando (2019) emphasized that supportive working conditions enhance both teaching performance and student outcomes. However, some research offers a differing perspective, suggesting that experienced or highly adaptive teachers can maintain positive instructional practices even under heavy workloads through effective coping strategies and professional resilience (Munezero & Toth, 2025). This implies that while workload is a significant factor, individual and contextual variables may also influence instructional realities.

Difference in Physical Education Instructional Realities Among MAPEH Teachers

Table 9 presents the difference in physical education instructional realities among MAPEH Teachers when grouped according to years in service. Results of the Kruskal–Wallis H test revealed no statistically significant difference in respondents' perceptions across the three groups, (H(2) = 1.32, p = .517).

Table 9 Difference in Physical Education Instructional Realities Among MAPEH Teachers When Grouped According to Years in Service

Factor	H	df	p
Physical Education Instructional Realities	1.32	2	.517

Note. Kruskal–Wallis H test was used because the assumption of normality was violated. Statistical significance

was set at $p < .05$.

The results indicate that there is no statistically significant difference in physical education instructional realities among MAPEH teachers when grouped according to years in service ($H(2) = 1.32$, $p = .517$). Since the p-value exceeds the 0.05 level of significance, the null hypothesis is not rejected. This suggests that teachers, regardless of whether they are in the early, mid, or later stages of their careers, share similar perceptions regarding physical education instructional realities.

Since the obtained probability value exceeded the .05 level of significance, the null hypothesis was not rejected. This indicates that perceptions of physical education instructional realities did not significantly vary according to respondents' years in service.

This finding implies that years of service do not substantially influence how teachers perceive their instructional experiences in physical education. It suggests that factors other than tenure—such as available resources, institutional support, curriculum demands, or professional development—may play a more critical role in shaping these perceptions. The consistency across groups may also indicate that teachers develop and maintain comparable instructional competencies over time, highlighting the potential effectiveness of standardized training and teaching practices in MAPEH.

The result is consistent with studies suggesting that teaching experience alone does not always lead to significant differences in instructional practices or perceptions, especially when teachers operate under similar conditions and curricula (Francisco & Celon, 2020). These studies emphasize that the quality of support systems and professional learning opportunities often outweigh the influence of years in service. However, some research presents contrasting findings, indicating that more experienced teachers may demonstrate more refined instructional strategies and classroom management skills, potentially leading to different perceptions of instructional realities (Amiri et al., 2025). This suggests that while no significant differences were found in this study, contextual and individual factors may still shape instructional experiences.

Relationship Between Satisfaction on Teacher Training and Physical Education Instructional Realities Among MAPEH Teachers

Table 10 presents the relationship between satisfaction on teacher training and physical education instructional realities among MAPEH Teachers. Results of the Spearman rank-order correlation revealed a strong positive and statistically significant relationship between the two variables, $\rho = .860$, $p < .001$.

Table 10 Relationship Between Satisfaction on Teacher Training and Physical Education Instructional Realities Among MAPEH Teachers

Variables	**ρ**	**p**
Satisfaction on Teacher Training and Physical Education Instructional Realities	.860	< .001

Note. Spearman rank-order correlation was used because the variables were derived from scaled responses and the assumption of normality was violated. Statistical significance was set at $p < .05$.

The result indicates that higher satisfaction with teacher training is strongly associated with more favorable perceptions of physical education instructional realities. Since the obtained probability value was less than the .05 level of significance, the null hypothesis was rejected. This indicates that higher extents of satisfaction on teacher training were associated with more favorable perceptions of physical education instructional realities. As satisfaction increased, perceptions of instructional realities also tended to increase.

This finding suggests that teacher training is associated with how teachers perceive and experience instructional realities in Physical Education. Teachers who reported higher extents of satisfaction with training programs also tended to report more positive instructional experiences. This may reflect greater perceived preparedness, confidence, and competence in carrying out instructional responsibilities. The result indicates that relevant and meaningful training opportunities are linked to favorable perceptions of teaching practices and instructional

conditions among MAPEH teachers.

Furthermore, the finding highlights the importance of providing quality, relevant, and accessible professional development programs for teachers. While the results do not establish that teacher training directly causes improvements in classroom practices, they suggest that teachers who are more satisfied with their training experiences tend to perceive instructional realities more positively.

This underscores the potential value of continuous professional development in supporting teachers as they address the demands and challenges of Physical Education instruction. The result aligns with studies emphasizing the strong link between professional development and instructional effectiveness. Research by Ventista & Brown.

(2023) highlights that high-quality teacher training improves teaching practices and student learning outcomes. Similarly, Sapkota & Vattoy (2023) found that positive teacher perceptions of professional development are closely associated with improved instructional implementation.

However, some studies present a more cautious view, suggesting that while professional development is important, its impact depends heavily on follow-up support, school environment, and opportunities for application (Mgaiwa & Milinga, 2024). This means that although a strong relationship was found in this study, the effectiveness of training may still vary depending on contextual factors that support or hinder its application in actual teaching practice.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion and recommendations that were formulated based on the gathered data.

Summary of Findings

The study revealed that MAPEH teachers generally experience a high to very high extent of satisfaction with teacher training and perceive physical education instructional realities positively. However, these perceptions vary depending on certain professional factors.

In terms of teaching load, teachers with a manageable or full load consistently reported higher satisfaction with training and more favorable instructional experiences compared to those with overload assignments. Overloaded teachers showed lower and more varied responses, indicating that excessive workload may hinder engagement with training and affect instructional delivery.

When grouped according to years in service, satisfaction with teacher training remained generally high across all groups, with only slight differences observed.

Early- to mid-career teachers tended to report slightly higher satisfaction than more experienced teachers, but statistical analysis showed no significant differences. This suggests that satisfaction with training is relatively consistent regardless of teaching experience.

Similarly, perceptions of physical education instructional realities were also consistently high across years in service, with only minimal variation. Mid-career teachers showed slightly more favorable perceptions, while veteran teachers reported slightly lower but still positive views. However, no significant differences were found, indicating that years in service do not strongly influence instructional perceptions.

In contrast, teaching load significantly affects both satisfaction with teacher training and perceptions of instructional realities. Teachers with lighter or manageable loads consistently reported better outcomes compared to those with heavier workloads. This confirms that workload is a key factor influencing both professional development experiences and instructional effectiveness.

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Most importantly, the study found a strong and significant positive relationship between satisfaction with teacher training and physical education instructional realities. This indicates that teachers who reported higher extents of satisfaction with their training also tended to report more positive perceptions of their instructional experiences.

The finding suggests an association between teacher training satisfaction and perceived instructional realities, highlighting the potential importance of relevant and well-supported training in shaping teachers' views of their instructional readiness and teaching experiences.

Overall, the findings suggest that while experience does not significantly change satisfaction or instructional perceptions, workload and teacher training satisfaction appear to be closely associated with teachers' professional experiences and instructional realities.

Conclusion

This study concludes that MAPEH teachers in the Division of Cadiz City generally demonstrate a high to very high extent of satisfaction with teacher training and maintain positive perceptions of physical education instructional realities. This indicates that, in general, teachers perceived the training programs favorably.

However, the findings clearly show that teaching load plays a significant role in shaping both satisfaction and instructional experiences. Teachers with manageable or full loads tend to experience higher satisfaction and more favorable instructional conditions compared to those with overload assignments.

This suggests that excessive workload negatively affects teachers' ability to fully engage with and benefit from professional development opportunities, as well as their instructional effectiveness in the classroom.

In contrast, years of service do not significantly influence either satisfaction with teacher training or perceptions of instructional realities. Although slight variations were observed across career stages, these differences were not statistically significant. This implies that teachers, regardless of whether they are early-career, mid-career, or experienced, generally share similar views regarding the value and effectiveness of training programs and their instructional experiences.

The consistency of results across years in service further suggests that teacher training programs may be broadly applicable and relevant to educators at different stages of their careers. This also implies that professional development initiatives are likely meeting common needs among teachers, regardless of experience extent.

More importantly, the study reveals a strong and significant positive relationship between satisfaction with teacher training and physical education instructional realities. This suggests that higher extents of satisfaction with teacher training are associated with more favorable perceptions of instructional realities among teachers. While the findings do not imply a causal relationship, they underscore the close connection between teachers' training experiences and their perceptions of instructional practices and classroom environments.

Overall, the study concludes that while teaching experience does not significantly influence satisfaction or instructional perceptions, workload and the quality of teacher training are key determinants of teachers' professional experiences. These findings emphasize the importance of ensuring balanced teaching assignments and continuously improving the relevance, accessibility, and effectiveness of teacher training programs.

Finally, the results suggest that improving teacher working conditions, particularly workload management, alongside strengthening professional development programs, may support more favorable instructional experiences and outcomes. Addressing these factors may contribute to higher extents of teacher satisfaction and more positive perceptions of physical education instructional realities among teachers.

Recommendations

Based on the findings of the study, several recommendations are proposed for key stakeholders to improve teacher training effectiveness and physical education instructional realities among MAPEH teachers.

School administrators are encouraged to closely monitor and balance teachers' workloads to prevent overload conditions that may negatively affect both satisfaction and instructional performance. They should ensure fair distribution of teaching assignments and provide sufficient time for lesson preparation and professional development activities. In addition, administrators may strengthen school-based support systems such as mentoring, collaborative planning, and regular feedback mechanisms to help teachers maximize the benefits of training programs.

For MAPEH teachers, it is recommended that they actively engage in available training opportunities and apply learned strategies in their classroom instruction to further enhance teaching effectiveness. Teachers experiencing heavier workloads may also consider time management strategies and collaborative practices with colleagues to reduce instructional stress.

Division supervisors and teacher training providers, on the other hand, should ensure that professional development programs are relevant, practical, and responsive to actual classroom needs. Training sessions should be designed in a way that accommodates teachers' varying workloads and experience extents, with emphasis on hands-on and context-based learning activities.

Curriculum planners and policymakers in the Department of Education are advised to consider workload distribution as a critical factor in improving teaching quality and training effectiveness. Policies that promote balanced teaching assignments and continuous, well-structured professional development should be strengthened.

Finally, future researchers are encouraged to explore other variables that may influence teacher satisfaction and instructional realities, such as school resources, leadership style, and student outcomes, to further enrich understanding in this area.

Enhancing Mapeh Teacher Effectiveness Through Balanced Workload and Contextualized Professional Development

Rationale

The study revealed that teacher training satisfaction and physical education instructional realities among MAPEH teachers are generally high. However, teaching load significantly affects both satisfaction and instructional realities, with overloaded teachers reporting lower satisfaction and less favorable instructional experiences.

Additionally, a strong positive relationship was found between training satisfaction and instructional realities, indicating that teachers who are more satisfied with their training also tend to report more favorable instructional experiences. This finding suggests that the quality and relevance of teacher training may support positive instructional experiences, although no causal relationship can be inferred from the results.

This training program is designed to address these findings by providing MAPEH teachers with practical, engaging, and context-based professional development while also promoting strategies for workload management and instructional efficiency. The program aims to strengthen teaching effectiveness, reduce stress among overloaded teachers, and sustain high extents of satisfaction across all career stages.

Objectives of the Training Program

1. To enhance the pedagogical, content, and technological competencies of MAPEH teachers in delivering effective Physical Education instruction.

2. To provide relevant and context-based professional development opportunities that address the instructional realities encountered by MAPEH teachers in public schools.To strengthen teachers' skills in lesson planning, assessment, classroom management, and the implementation of learner-centered Physical Education activities.

3. To develop practical strategies for managing teaching load and balancing instructional responsibilities to support effective teaching performance.

4. To improve teachers' capacity to maximize available resources and adapt instructional practices despite challenges related to facilities, equipment, and workload.

5. To foster collaborative learning, professional sharing, and peer mentoring among MAPEH teachers for continuous instructional improvement.

6. To promote the integration of innovative and technology-supported teaching approaches that enhance student engagement and learning outcomes in Physical Education.

Activities

Day 1: Understanding Instructional Realities and Workload Management

- Orientation and presentation of study findings
- Lecture-discussion: "Impact of Workload on Teaching Effectiveness"
- Workshop: Time management and prioritization strategies
- Reflection activity: Personal teaching load assessment

Day 2: Enhancing MAPEH and Physical Education Instruction

- Demonstration teaching in Physical Education
- Workshop: Designing activity-based MAPEH lesson plans
- Group activity: Developing differentiated instructional materials
- Peer sharing of best practices

Day 3: Strengthening Professional Growth and Collaboration

- Seminar: Effective use of teacher training in classroom practice
- Collaborative planning session among teachers
- Coaching and mentoring activity
- Action planning: Individual professional development plan

Budget Plan (Estimated for 3-Day Training)

Item	Estimated Cost (PHP)
Training materials (prints, modules, handouts)	10,000
Speaker/Resource persons honorarium	15,000
Meals and snacks	25,000
Venue preparation and logistics	8,000

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Certificates and documentation	5,000
Miscellaneous expenses	7,000
Total Estimated Budget	**70,000 PHP**

Persons Involved

- Schools Division Superintendent
- Division MAPEH Supervisor
- School Principals and Administrators
- Teacher Training Facilitators / Resource Speakers
- MAPEH Teachers (Participants)
- Curriculum Implementers
- Monitoring and Evaluation Team

Evaluation Plan

1. Pre-Assessment and post-assessment

- Survey on teacher satisfaction and instructional readiness before and after training
- Comparison of perceived improvement in teaching competence

2. Training Feedback Evaluation

- Participant evaluation forms focusing on content relevance, delivery, and applicability

3. Performance-Based Output

- Evaluation of lesson plans and instructional materials developed during workshops
- Observation of demonstration teaching sessions

4. Follow-Up Monitoring

- Classroom observation after 1–3 months of implementation
- Feedback from school heads on instructional improvement

5. Success Indicators

- Improved teacher satisfaction with training
- Enhanced instructional practices in MAPEH classes
- Increased use of activity-based and learner-centered strategies
- Better workload management practices among teachers

Expected Outcome

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At the end of the program, MAPEH teachers are expected to demonstrate improved instructional competence, higher satisfaction with professional development, better workload management, and more effective delivery of physical education instruction, ultimately leading to enhanced student engagement and learning outcomes.

Post-Training Evaluation Tool

Training Program: Enhancing MAPEH Teacher Effectiveness Through Balanced Workload and Contextualized Professional Development

Directions: Please indicate your level of agreement with each statement by placing a check (✓) in the appropriate column.

Part I. Relevance and Quality of the Training

Statements	**4**	**3**	**2**	**1**
1. The objectives of the training were clearly communicated.				
2. The topics discussed were relevant to my teaching responsibilities.				
3. The training content addressed actual challenges encountered in MAPEH teaching.				
4. The activities enhanced my understanding of effective instructional practices.				
5. The training provided practical strategies that I can apply in my classroom.				

Part II. Resource Speakers and Training Delivery

Statements	**4**	**3**	**2**	**1**
6. The resource speakers demonstrated mastery of the topics presented.				
7. The presentations were engaging and easy to understand.				
8. The facilitators encouraged active participation among participants.				
9. Questions and concerns were addressed effectively during the sessions.				
10. The training methods used enhanced my learning experience.				

Part III. Instructional Competence Development

Statements	**4**	**3**	**2**	**1**
11. The training improved my competence in planning MAPEH lessons.				
12. I gained new strategies for activity-based teaching.				
13. The training enhanced my classroom management skills.				
14. I am more confident in delivering Physical Education lessons.				
15. The training improved my ability to develop instructional materials.				

Part IV. Workload Management and Professional Growth

Statements	**4**	**3**	**2**	**1**
16. The training provided useful strategies for managing my workload.				
17. I can now prioritize teaching tasks more effectively.				
18. The training helped me identify ways to improve my work efficiency.				
19. The coaching and mentoring activities supported my professional growth.				
20. The professional development plan I created will help improve my teaching performance.				

Part V. Collaboration and Application

Statements	**4**	**3**	**2**	**1**
21. The training encouraged collaboration among MAPEH teachers.				
22. The sharing of best practices was beneficial to my professional development.				

23. I intend to apply the knowledge and skills gained from this training.				
24. The training increased my motivation to improve my teaching practices.				
25. Overall, I am satisfied with this training program.				

Part VI. Open-Ended Questions

1. What aspect of the training did you find most beneficial?

2. What improvements would you suggest for future training programs?

3. What specific strategies or practices do you plan to implement in your teaching?

Interpretation of Results

Mean Range	**Verbal Interpretation**
3.26 – 4.00	Very Effective
2.51 – 3.25	Effective
1.76 – 2.50	Less Effective
1.00 – 1.75	Not Effective

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