

Improving Physical Fitness Outcomes Through Classroom Based Physical Activities in Elementary Schools

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Publication Date: 2026/07/09

Abstract: Physical education is the foundation of life-long physical activities. Classroom physical activities paved to the holistic development of learners. Several studies revealed to improve physical, cognitive, and psycho-emotional development of the learners, particularly in primary grade.

This study improved the physical fitness outcomes through classroom-based physical activities in elementary schools. This employed 30 teachers in Irosin Sorsogon teaching grade 2 pupils. The respondents were chosen through random selection method. The study also employed quantitative research method and descriptive research design. Quantitative tools like weighted mean and frequency counts and rank.

Based on the result, it is revealed that the physical activities employed by teachers are jumping, dancing, running and stretching. Teachers utilized game-based learning as strategies in employing classroom-based activities. Similarly, teachers also received technical assistance from school heads which included ensuring the safety of the of the pupils while the major challenge experienced by the teachers is the limited time in the implementation of classroom-based physical activities.

The researcher recommended the utilization of fun classroom-based activities that can be implemented by teachers. The researcher also recommended the use of self-learning module that can be utilized by learners and teachers within the school or home setting. This module enhances the physical fitness of pupils.

Keywords: Student Health, Physical Education, Elementary School Pupils, Physical Fitness, Classroom-Based, Physical Activities.

How to Cite: Nomer E. Espinar; Rolando F. Embile (2026) Improving Physical Fitness Outcomes Through Classroom Based Physical Activities in Elementary Schools. *International Journal of Innovative Science and Research Technology*, 11(6), 3052-3059. <https://doi.org/10.38124/ijisrt/26jun1892>

I. INTRODUCTION

The pupils' physical activities have reduced significantly overtime. The present generation, dubbed "alpha generation", are more technologically immersed. They performed fewer physical activities and more focused on sedentary activities and gadgets. These resulted to negative health impacts and lesser social interaction.

The data on global status report on physical activities stated that 81% of age 11-17 do not meet the recommended physical activities. Additionally, it is recommended that children ages 5-17 should at least engaged in physical activities for more than 60 minutes daily. The physical activities recommended for both adult and children are not met.

Physical education is an avenue to promote physical activities. Physical Education is a study that highlights knowledge and practices on wellness through physical activities. Physical education plays a vital role in cultivating well-rounded learners. It teaches students teamwork, perseverance, and self-discipline while maintaining physical activities to help prevent life-style diseases.

Muktadir said that, physical activities through PE have different benefits to the learners. Aside from the physical benefits, learners learn the concept of leadership, collaboration, teamwork, social development and increase confidence. Furthermore, learners who participated in different activities in schools have more self-esteem and positive life outlook than learners who do not engage in

these activities. Paula also noted that important values and life skills are learned through physical activities.

The interaction of students during physical activities build relationship. Engaging in sports fosters camaraderie, trust and interconnectedness among individual. UNESCO recognizes the role of physical education such as sports in learners' values development. The agency posits that learners are able to transfer acquired competencies in sports in their communities. Consequently, values such as self-confidence, healthy lifestyle choices, making informed decisions and understanding of ones' right are supports given by sports and other physical activities to children as they transition into adulthood.

Additionally, physical education fosters other areas of development. Decision making and critical thinking skills are also notably developed among skills. The studies of Dalloway et al also attested that physical education likewise improved the academic performance of the learners. The social interaction among classmates during physical education classes fosters cultural awareness and social development among learners.

Early engagement in physical education has significant benefits in later years. Kriegler stated that, physical education in early age promotes physical development, cognitive growth and emotional and social well-being. These factors are essential in one's endeavors in life.

The importance of physical activities should be inculcated at the young age. This knowledge, refer to as Physical Literacy (PL). The foundation of physical literacy is in early education. The authors attested those early years is essential in shaping behaviors, health and well-being. Physical education creates a goal is to improve people's health by increasing their physical ability, forming and perfecting key motor skills to work, and study.

The Philippines' Department of Education recognizes the importance of physical education to Filipino children. In fact, the Philippine constitution stipulated the promotion physical education and sports program in Philippine education system. The Department of Education as the leading agency in sports program issued DO 25, s. 2015 that equipped schools to sustain programs in terms of trained teachers, facilities and equipment in sports.

Sports skills is developed through continuous physical activities of learners at a young age. The discipline accompanied sports such as camaraderie, teamwork and collaboration are built during PE education classes, especially in primary grade levels. Intermediate PE classes lead learners to sports.

Meanwhile, the K-12 Curriculum stipulated that physical education should develop to habitual physical activities to promote health and well-being. Additionally, the promotion of physical literacy serves as the foundation for lifelong physical activity participation which is critical to maintaining and promoting health.

The cultivation of athletes in school levels paved the way to the Philippines recorded success in elite sports. The development of sports competencies starts at early stage of physical education. Tuliao and Carag added that, sporting success in the Philippines starts in grassroots level. Developing the physical fitness of the pupils through physical education paves way to their competencies and skills development in sports.

The schools, are not only a place for academic development. Competencies including sports, athletics and exercise, are developed in schools. The building of pupil's fitness paved way to successful development of students' skills and competencies in other areas of learning. Elementary physical education builds significant values in promoting social skills, cognitive skills, physical fitness and moral principles.

Former DepEd secretary Leonor Briones reiterated the importance of physical fitness in the Philippines. She urged teachers to help students attain quality education while participating in different physical activities. The PE class in primary grades designed to be engaging and dynamic, incorporating games, challenges and other activities.

The benefits of PE extend beyond physical activity. It also helps improve learner's behavior by giving them outlet of their excess energy. Physical Education in primary grade help teachers hone the learners' behavior. It fosters discipline, understand non-intrusive verbal and non-verbal cues that help establish routines among pupils. These routines can be used by teachers in managing learners during other classes.

Consequently, teaching physical education in elementary level is different than that of secondary PE. Elementary teachers are mostly generalist. They lack trainings to provide difficulty in crafting classroom activities during physical education classes. While studies also showed that generalist teachers are creative and resourceful in lesson preparation, it is important that teachers must be adept in crafting physical activities for primary grade learners.

Likewise, Agaser, et. al posited that mastery of physical education instruction in primary grade teachers is important in attaining the competencies specifically for primary grade learners. The teacher's knowledge of pedagogy and mastery of physical education is an essential element in successful instruction and implementation of physical education in primary grade PE.

The Physical Education in primary grade level is a foundation of physical literacy. The learners' skills developed in this stage is a stepping stone for children to build physical, social and cognitive abilities that are essential in their later years. Physical activities start in childhood. The children's skills in sports, athletics or even their desire to engage in exercise and maintain fitness are honed in their early years, particularly in physical education classes in primary grades.

The researcher is a grade 2 teacher. He understands and experiences first hand the importance of developing physical skills through physical education. Classroom activities, while meant limited space for teachers and learners, meant safety for the pupils. Physical activities inside the classroom means also that pupils will be easier to manage.

Employing various physical activities inside the classroom help teachers manage the restlessness of pupils. While physical activities should target the 6 domains of physical education in elementary level. While factors might affect teacher's implementation of classroom physical activities, teachers implemented these to ensure that pupils attain competencies in PE while staying inside the classroom. Given these premises, the researcher finds it timely and relevance to conduct a study on the classroom activities employed by teachers.

II. STATEMENT OF THE PROBLEM

This study aimed to improve the physical fitness outcomes through classroom-based physical activities in elementary schools. Specifically, this study answered to the following questions:

- What are the different activities implemented by the teachers in line with physical Fitness of the pupils?
- What are the different strategies employed in implementing classroom-based physical fitness activities?
- What are the technical assistance provided by the school heads in the implementation of classroom-based physical fitness activities?
- What are the challenges encountered by teachers in the implementation of classroom-based physical activities?
- What innovative physical activities can be proposed to enhance the implementation of classroom-based physical fitness activities of the pupils?

III. METHOD

This paper employed the descriptive method of research. this method is deemed appropriate improving physical fitness outcomes through classroom based physical activity. The cited method thoroughly illustrated the event subjected in this paper. Likewise, the researcher utilized this method in illustrating the physical fitness improvement of learners through classroom physical activities. Descriptive method showed the accurate representation of classroom physical activities in grade 2 learners.

The respondents in this study are the public elementary school teachers from selected schools in Irosin 1 District. They are the 30 grade 2 teachers randomly selected.

IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This presents the analysis and interpretation of the data gathered. The data are presented in the following manner: a.) different activities implemented by the teachers in line of

physical fitness of pupils; b.) different strategies employed by teachers in implementing classroom-based physical fitness activities; c.) technical assistance provided by school head in the implementation of classroom-based physical fitness activities d.) challenges encountered by teachers in the implementation of classroom-based physical fitness activities; and e.) intervention activities to improve the implementation of classroom-based physical fitness.

➤ *The Different Activities Implemented by the Teacher in Line with Physical Fitness of Pupils*

One of the tenets of the attainment of quality education is maintaining the physical health and fitness of the learners. The physical fitness activities of the learners are avenues to maintain their health. The different activities implemented by the teacher in line of physical fitness of the pupils is illustrated in Table 1. As well as their classifications like flexibility, cardiovascular, strength and resistance, sports recreational and balance and coordination.

For the classification under flexibility and mobility are stretching with a frequency of 25 or 83% of the respondents answering it and free hand exercise with a frequency of 20 or 67%. Stretching and free-hand exercise are some ways to get your body flexing and feeling good without needing equipment. It helps increase flexibility and range of motion. These activities are so simple and can be done easily. On the average, 75% of the respondents are implementing them. Thus, this classification of activities ranked 1st.

Another classification are activities under cardiovascular. Cardiovascular activities are any exercises that get your heart rate up and improve cardiovascular health. Under this classification, dancing and jumping, both with a frequency of 27 or 90% top. It is followed by walking with a frequency of 26 or 87%. On similar note, running and jogging both with a frequency of 25 or 83% and push-ups with a frequency of 15 or 50% are implemented by most of the respondents. However, swimming has only a frequency of 2 or 7%. This result may be attributed to unavailability of swimming pool. Also, going to the sea to swim is dangerous.

According to the study of Anico et. Al., the run/walk programs in school show a promising result in favor of physical development in physical literacy. It is further showed positive findings related to self-esteem and motivation. Thus, physical activities, especially cardio activities, positively impacts the physical fitness of the pupils. Remaining active and mobile balance development of children foster positive physical development.

For the classification under strength and resistance, sit-ups is implemented by 20 or 67% of the respondents. Again, this kind of activity is easy to be done and no equipment is used. On the other hand, monkey bar exercise is implemented by only 1 or 3%. Monkey bar exercise can be challenging and are often avoided due to upper body strength requirement, injury risk, fear of falling, limited accessibility and progression difficulty. Overall, this

classification is implemented by 35% of the respondents and ranked 3rd.

Moreover, another classification is sports and recreational. Sports Recreational activities are awesome ways to have fun, stay active, and socialize with others. They can be played with friends, family, classmates or join a local team or club. Under this classification, badminton and basketball, both with a frequency of 12 or 40% top. It is followed by volleyball with a frequency of 11 or 37%. However, table tennis got the lowest frequency of 2 or 7%. Table tennis might have the lowest frequency among other sports recreational activities due to space and equipment requirements and limited accessibility. Overall, this classification is implemented by 31 of the respondents and ranked 4th.

One more classification is balance and coordination. Balance and coordination are like duo for our bodies. They're super important for our physical fitness and daily functioning. Under this is planking with a frequency of 6 or 20% of the respondents said they were implementing this activity. Aside from planking, cycling and gymnastic bar exercise both with a frequency of 1 or 3% are also implemented. Cycling and gymnastic bar exercises might have low implementation rates due to some factors like specialized equipment, access to safe cycling routes, bike ownership and maintenance and injury risk. This classification got the lowest frequency of 6.5% and ranked 5th.

In the article of Wahl-Alexander, et. al, the authors posited that PE teachers should develop frameworks in teaching physical education with no to less equipment. This framework can be helpful when there is a budgetary constraint in school and buying equipment for physical education. Such framework continues to meet the competencies of the students in their PE classes.

Table 1. Different Activities Implemented by the Teachers in Line of Physical Fitness of Pupils

Classification	Activities	Frequency	Percentage	Rank
Flexibility and Mobility	Stretching	25	83	1
	Free Hand	20	67	
			Average: 75	
Cardiovascular	Dancing	27	90	
	Jumping	27	90	
	Walking	26	87	
	Running	25	83	
	Jogging	25	83	
	Push-Ups	15	50	
	Swimming	2	7	
			Average: 70	2
Strength and Resistance	Sit-Ups	20	67	
	Monkey Bar	1	3	3
			Average: 35	
Sports Recreational	Badminton	12	40	
	Basketball	12	40	4
	Volleyball	11	37	
	Table Tennis	2	7	
			Average: 31	5
Balanced and Coordination	Planking	6	20	
	Cycling	1	3	
	Gymnastic Bar	1	3	
	Exercise		Average: 6.5	

Parallel to this study, the Department of Education, the physical activities in schools are a component in Philippine schools because of its significance in promoting social skills, cognitive skills physical fitness and moral principles. Physical activities have also different benefits to include: improve pupils' academic performance; remain focus during class; and stimulate pupils more physically. Hence, the physical activities are promoted, not only along Physical education classes but in pupil's free time as well.

➤ The Different Strategies Employed by Teachers in Implementing Classroom-Based Physical Fitness Activities

Physical fitness is not only limited in PE classes. The integration of physical fitness activities in different subject areas enrich the experience of pupils in physical fitness. The teachers, in implementing classroom-based activities employed different activities. These strategies are revealed in Table 2.

Table 2. Different Strategies Employed by Teachers in Implementing Classroom-Based Physical Fitness Activities

Strategies	Frequency	Percentage	Rank
Demonstration	29	97	1
Game-Based Learning	28	93	2
Small Group Activities	25	83	3.5
Technology Integration	25	83	3.5
Inquiry-Based Learning	21	70	5
Differentiated Instruction	20	67	6
Peer Teaching	18	60	7
Scaffolding	16	53	8
Reflection and Self-Assessment	15	50	9
Cross-Curricular Integration	11	37	10

As gleaned from the table, there are ten (10) strategies being considered as strategies in implementing classroom-based physical fitness activities. Twenty-nine (29) or 97% of the respondents considered demonstrations as the topmost strategy. This involves a live demonstration of a particular concept, or skill, by the instructor. It is closely followed by game-based learning with a frequency of 28 or 93% and rank 2nd. In this strategy, integration of gaming into learning experiences of pupils to increase engagement and motivation.

The primary grade pupils enjoy free playing than sports. Hence, incorporating plays in games rather than receiving instructions on how to play sports games like volleyball and basketball can be rather tiresome. Pupils may not only lose focus but participate less. Sports can be taught to Key stage 2 learners. Intermediate pupils are starting to love sports and focus more in such activities.

Two more strategies tied-up for ran 3.5th with a frequency of 25 or 83%. These are small group activities and technology integration. In small group activities, pupils

are being divided into smaller groups to work on specific skills. For technology integration, there is the use of technology to enhance and support educational environment. Inquiry-based learning is also employed with a frequency of 21 or 70% and ranked 5th. This strategy enables pupils to understand physical activities at their own accord. Participations in PE lectures and physical activities are enjoyable if they have understand the concepts themselves based on their own knowledge.

The aforementioned strategies are the more familiar and employed by teachers. Accordingly, CDC, stated that strategies in physical activities in the classroom can only be accepted if they adhere to the following: logical connection existed between the strategy and the use of classroom physical activity; consistent with national recommendations and standards of practice and was feasible for most schools to use; and strategy was highly unlikely to be harmful to students.

Meanwhile, five (5) more strategies were employed by teachers. These are differentiated instruction, peer teaching, scaffolding, reflection and self-assessment. Differentiated instruction with a frequency of 20 or 67%, rank 6th. This is about the process of tailoring lessons to meet each student's individual interests, needs and strength. Peer teaching with a frequency of 18 or 60%, rank 7th. This is a teaching and learning strategy where students, by design, teach other students. Scaffolding with a frequency of 16 or 53%, rank 8th. This is an instructional practice where a teacher gradually removes guidance and support as students learn and become more competent. Physical activities guided by teachers tailored for learners deemed to be more effective in promoting physical learning. effective instruction strategies vary from learners to learners. However, differentiated instructions and scaffolding are effective in key stage 1, especially in an inclusive classroom.

On the other hand, reflection and self-assessment with a frequency of 15 or 50%, rank 9th. This strategy involves students reviewing their work and reflecting on their learning progress. And, with the lowest frequency of 11 or 37% and rank 10th is the cross-curricular integration. This is the process of connecting a topic which is traditionally taught as a stand-alone subject. These results imply that really teachers are employing strategies as to implementing classroom-based physical fitness activities. In a way these strategies help teachers to continue their mission of transforming pupils to be physically fit and be useful citizens.

Likewise, the study of Campo, et. al. they disclosed that physical activity integrated into planned classroom instruction, which can be added to a teacher's lesson planning process, help limit the amount of time the students are sedentary. The national recommendation of 60 minutes of daily physical activity can be obtained through the integration of physical activities in the classroom.

➤ *The Technical Assistance Provided by School Head in the Implementation of Classroom-Based Physical Fitness Activities*

The implementation of classroom-based physical fitness activities is salient in the holistic development of the pupils. Through this activity, they give value to the importance of physical health and fitness along with intellectual skills. The technical assistance provided by school heads in these activities enable pupils to develop the culture of physical fitness and health among pupils.

Table 3 is about the technical assistance provided by school heads in the implementation of classroom-based physical fitness activities. There is a total of ten (10) technical assistance provided by the school head in order that the classroom-based physical fitness activities will run smoothly and be service to pupils. The number one indicator with a frequency of 26 out of 30 respondents is ensuring awareness of any pupil with specific health concerns or limitations. It is followed by two indicators with a frequency 23 and tied-up and rank 2.5th. These are providing guidance on appropriate physical fitness activities suitable for the pupil's age and ability levels and ensuring access to appropriate first aid resources in case of injuries during activities.

These results imply that school heads prioritize equipment that learners may use during their PE classes in the classroom. Equipment are necessary in attaining the competencies in physical education specially if PE activities are to be conducted inside the classroom. Moreover, school heads also provide first aid equipment specifically use during PE in case injuries happen during activities. First aid kits ensures that teachers can provide first aid during accidents.

Two more indicators with same frequency of 20 and get the rank of 4.5th are providing information on health and safety guidelines relevant to physical fitness activities and offering resources or materials to help integrate cross-curricular elements into physical fitness activities. It is true that rules and regulations along the conduct of physical fitness activities should be given priority. In this regard, accidents will be minimized or lessened.

Another important indicator is the technical assistance of school head on ensuring access to necessary equipment and facilities for conducting physical fitness activities safely with a frequency of 19 and rank 6th and offering support in planning structural physical fitness programs that align with curriculum goals with a frequency of 17 and rank 7th. These data indicate that school must have equipment and facilities needed for pupils' use and a planned fitness program attained to curriculum.

Meanwhile, three (3) indicators belong to the lower rank. First, facilitating collaboration between physical education teachers and other school staff, such as nutritionists or counselors, to promote holistic wellness with a frequency of 14 and rank 8th. Second, offering strategies for promoting inclusivity and creating a positive and

supportive environment during physical fitness activities with a frequency of 13 and rank of 9th. Third, providing training sessions or workshops on proper techniques for teaching physical fitness exercise with a frequency of 8 and rank of 10th. These data suggest a harmonious relationship among employees, positive school climate and continuous updating on how to improve the implementation of classroom-based physical fitness activities.

Table 3. Technical Assistance Provided by School Head in the Implementation of Classroom-Based Physical Fitness

Indicators	Frequency	Rank
Ensuring awareness of any pupil with specific health concerns or limitations	26	1
Providing guidance on appropriate physical fitness activities suitable for the pupil's age and ability levels	23	2.5
Ensuring access to appropriate first aid resources in case of injuries during activities	23	2.5
Providing information on health and safety guidelines relevant to physical fitness activities	20	4.5
Offering resources or materials to help integrate cross-curricular elements into physical fitness activities	20	4.5
Ensuring access to necessary equipment and facilities for conducting physical fitness activities	19	6
Offering support in planning structural physical fitness programs that align with curriculum goals	17	7
Facilitating collaboration between physical education teachers and other school staff, such as nutritionists or counselors, to promote holistic wellness	14	8
Offering strategies for promoting inclusivity and creating a positive and supportive environment during physical fitness activities	13	9
Providing training sessions or workshops on proper techniques for teaching physical fitness exercise	8	10

Parallel to the findings, Butlig, et al. suggested that school heads should encourage the teachers' participation in different workshop/trainings and provision of equipment and facilities for physical fitness activities. These technical assistances not only maintain pupils' physical fitness but improve the teachers' competencies in implementing physical fitness activities.

➤ The Challenges Encountered by Teachers in the Implementation of Classroom-Based Physical Fitness Activities

Physical activities offer benefits to some young people. The routines developed of physical activity are likely to last until adulthood. However, the implementation of physical activities particularly in public schools are meet with challenges. These challenges impede the full implementation of classroom-based physical fitness activities.

The challenges encountered by teachers in the implementation of classroom-based physical fitness activities are found in Table 4. Based from the table, there are ten (10) challenges being considered by the respondents. Twenty-seven (27) respondents answered limited time in the implementation of physical fitness activities. This is rank 1st. It is followed by lack of equipment used in physical fitness activities with a frequency of 26, rank 2nd and not standard size of classroom for physical fitness activities with a frequency of 23, rank 3rd. these results imply the importance of time schedule when to conduct such activities, the need of equipment and even size of floor area where the physical fitness activities be held.

In the study of Nioda and Tagare, identified that the facilities and equipment are among the problems encountered in physical activities in school, particularly along sports. The lack of facilities and equipment hindered in the implementation of physical fitness activities of the pupils.

Meanwhile, weather-related challenges (extreme hot/cold) with a frequency of 21 and health status of pupils with a frequency of 18, got rank of 4th and 5th, respectively. These two indicators were also considered as challenges as they are related to health issue of pupils. Too much heat index for example could affect the body condition of pupils.

Another challenge is the lack of expertise by the teachers on implementing classroom-based physical fitness activities with a frequency of 17 and rank 6th. This suggests that teachers attend training/workshop related to physical fitness activities. Comes next with a frequency of 16 and rank of 7th is uncooperative behavior of pupils in the implementation of physical fitness activities. This should be given attention by the teachers.

Table 4. Challenges Encountered by Teachers in the Implementation of Classroom-Based Physical Fitness Activities

Indicators	Frequency	Rank
Limited time in the implementation of physical fitness activities	27	1
Lack of equipment used in physical fitness activities	26	2
Not standard size of classroom for physical fitness activities	23	3
Weather-related challenges (extreme heat/cold)	21	4
Health status of pupils	18	5
Lack of expertise on implementing classroom-based physical fitness activities	17	6
Uncooperative behavior of pupils in the implementation of physical fitness activities	16	7
Large class size	15	8
Intrapersonal barriers	7	9
Lack of support provided by the school head on physical fitness activities	3	10

The indicators with the lower ranks are large class size with a frequency of 15, 8th; intrapersonal barriers with a frequency of 7, 9th; and lack of support provided by the school head on physical fitness activities with a frequency of 3, 10th. Large class size may hinder the flow of a smooth activity. Good intrapersonal relationship is expected. Likewise, the support of the school head on any activity in school is an important factor for its success.

In the study of Butlig, et al, determined that the teacher's competency is also one of the challenges in the implementation that physical fitness activities. The competency of the teachers in implementing physical fitness activities include their trainings, skills and capabilities to facilitate physical fitness activities.

➤ *Intervention Activities to Improve the Implementation of Classroom-Based Physical Fitness Activities*

This module was developed to improve the physical fitness of learners during classroom activities by integrating purposeful and age-appropriate physical exercises into daily lessons. It aims to create self-paced learning activities that promote physical fitness while allowing learners to participate according to their abilities and comfort levels. Through engaging and interactive physical tasks, the module encourages learners to value physical fitness and maintain an active lifestyle through regular physical activity engagement. It also promotes social interaction and cooperation among learners by incorporating group and partner activities that promote teamwork and positive relationships. The module will also support learners during unexpected class interruptions caused by calamities by serving as a supplemental learning resource that enables continued physical activity engagement outside the regular classroom setting. The primary beneficiaries of this module are the learners, while teachers implement it with the support of school administrators, leading to improved physical fitness, increased engagement, healthier routines, and stronger social connections among learners.

V. CONCLUSION AND RECOMMENDATIONS

Based on the findings, the following are the conclusions made:

- Majority of the respondents implemented activities in line of physical fitness of pupils is more of flexibility like stretching and free hand exercise and cardiovascular like dancing, jumping, walking, running and jogging.
- The strategies employed by teachers in implementing classroom-based physical fitness activities are centered on demonstrations, game-based learning, small group activities, and technology integration.
- The technical assistance provided by school head in the implementation of classroom-based physical fitness activities focuses more on pupils' health, capability and zero injury.
- The challenges encountered by teachers in the implementation of classroom-based physical fitness activities are limited time, lack of equipment and not standard size of classroom.

- Physical intervention activities to improve the implementation of classroom-based physical activities is proposed.

With the findings and conclusions, the following are the recommendations:

- Different activities be implemented by the teacher in line of physical fitness of pupils to include strength and resistance, sports recreational, and balance and coordination aside from flexibility and mobility and cardiovascular for a well-rounded individual.
- Strategies that are commonly employed by teachers be sustained as well as other strategies like peer teaching, scaffolding, reflection and cross-curricular integration in implementing classroom-based physical fitness activities.
- Training sessions or workshops on proper techniques for teaching physical fitness exercises be provided to teachers.
- Enough time, sports equipment and playing area be provided for the implementation of physical fitness activities.
- The proposed physical intervention activities to improve the implementation of physical fitness activities be implemented in school by teachers.
- Further research studies be conducted addressing the following topics:
 - ✓ Experiences of Out-of-Field Teachers in Teaching Physical Education in Elementary
 - ✓ Utilization of Laro ng Lahi in Teaching Physical Education in Elementary
 - ✓ Developing Socialization Skills of Pupils through Sports: Basis for Sports Development Plan

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