

Physical And Health Education Program and Sustainable Development Goals (SDGs) In Public Secondary Schools in Bolinao, Pangasinan: Basis for a Training Program

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ABSTRACT

This study evaluated the implementation of the Physical and Health Education Program and its contribution to the attainment of the Sustainable Development Goals in selected public secondary schools in Bolinao, Pangasinan in the year 2026. Specifically, it described the profile of the respondents, determined the level of implementation of the program, assessed its influence on Sustainable Development Goal Three on Good Health and Well-Being and Sustainable Development Goal Four on Quality Education, identified the problems encountered during implementation, examined the significant relationships and differences among variables, and developed a proposed training program based on the findings. The study employed a quantitative descriptive-correlational research design using a structured questionnaire administered to teachers and school heads from selected public secondary schools. Frequency and percentage distributions, weighted mean, Pearson product-moment correlation, t-test, and analysis of variance were used to analyze the data. The findings revealed that most respondents were female, married, and held master's degrees, with moderate teaching experience. The Physical and Health Education Program was found to be highly implemented across curriculum content, instructional strategies, learner engagement, and teacher competence. The program was also perceived to have a very strong influence on promoting health, well-being, and quality education. Although some challenges were encountered, these were generally manageable. The study concluded that an effectively implemented Physical and Health Education Program significantly supports the achievement of the Sustainable Development Goals. Based on the results, a training program was proposed to further strengthen teachers' competencies and enhance program implementation.

Keywords: - Physical and health education, sustainable development goals, training program, implementation, effectiveness

INTRODUCTION

In 21st-century education, promoting health and well-being among students is a core objective for schools globally. The Physical and Health Education (PHE) program, as part of the common basic education curriculum, is critical to students' physical development, emotional intelligence, and health literacy. Beyond mere physical exercise, PHE aims to develop habits that translate into a healthier, stronger society throughout life. Against the backdrop of the United Nations' Sustainable Development Goals (SDGs), specifically SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education), the provision of effective Physical and Health Education

programs is even more pertinent in facilitating comprehensive development and lifelong learning (United Nations, 2015).

Internationally, schools have recognized the key positioning of schools to influence the health behaviors of children. The World Health Organization (WHO, 2021) highlights that health-promoting schools have the potential to enhance students' academic performance, attendance, and long-term health. In most developed nations, PHE has been integrated into an expanded program encompassing mental health, nutrition, personal safety, reproductive health, and social-emotional learning. The programs aim not only to educate students about health but also to enable them to make informed choices and engage actively in their communities.

In ASEAN, states have implemented different national frameworks to promote health education. For example, Malaysia's Health Promoting Schools Program and Thailand's School Health Program combine health services, curriculum, and community participation to promote students' well-being (ASEAN Secretariat, 2020). The ASEAN Work Plan on Education 2021–2025 ensures inclusive, resilient, and sustainable education systems through stimulating member states to enhance cross-sectoral actions in school health and safety (ASEAN Secretariat, 2021). Such actions indicate the region's determination to harmonize national education policies with the SDGs and to ensure that physical and health education addresses local issues and global priorities.

In the Philippines, the Department of Education (DepEd) institutionalizes Physical and Health Education as part of the K to 12 Basic Education Curriculum. The objective is to produce "holistically developed Filipino learners" with 21st-century skills, including health literacy and physical competence (DepEd, 2013). PHE is implemented using the MAPEH (Music, Arts, PE, and Health) learning area, as this focuses on imparting to students the importance of active and healthy living. Curriculum guides and learning standards are nationally developed but implemented in a school- and instrument-specific manner, relative to school context, available resources, and teacher competencies.

In Bolinao, Pangasinan, secondary public schools are grappling with a range of Physical and Health Education challenges in delivering effective education. These include an inadequate number of facilities and equipment, uneven training for PHE teachers, and budgetary limitations that affect comprehensive health instruction. Teachers frequently have to adjust the curriculum based on the materials they have, and a majority indicate the need for ongoing professional development in content and pedagogy. Under these circumstances, the success of the PHE program in these schools largely hinges on the initiative, creativity, and determination of the faculty and staff responsible for its implementation.

The COVID-19 pandemic has further highlighted the need for health education. With face-to-face classes disrupted and distance learning in place, it became challenging to encourage physical activity and mental well-being. Nonetheless, the crisis also underscored the critical responsibility of teachers to promote student well-being and resilience. Educators are more than ever being summoned to provide meaningful, adaptive, and inclusive PHE learning that enables students to take control of their health amid uncertainty (UNESCO, 2020). The situation, therefore, puts into perspective the need to rethink how the PHE program is implemented in the school context.

Assessing the PHE program in terms of sustainable development gives us a view of its broader contribution beyond the school level. An effective program can increase community awareness of health concerns, minimize avoidable diseases, and enhance active citizenship. It also stimulates intersectoral partnerships among education, health, and local government units to ensure the implementation of school-based health programs. Educators, in their daily contact with children, are well placed to affect behavioral change and act as exemplars of healthy living.

Although there have been many studies of health education in urban and high-resource settings, there has been less focus on rural and semi-rural settings like Bolinao. This geographical divide is significant, since rural schools often face specific challenges, including limited access to health facilities, transportation constraints, and constrained professional development for educators. With a focus on Bolinao, this research fills an important gap in knowing how contextual conditions impact PHE quality and effectiveness. This localized study contributes to the international conversation on inclusive and equitable education and ensures that every learner, wherever they are located, has access to quality health education.

Also, input from teachers and faculty provides important perspective into the on-the-ground achievements and failures of the program. These teachers not only teach the curriculum but also tailor it to serve the specific needs of their learners. Their inputs can identify policy-practice gaps, areas requiring support, and inform strategic interventions. Involving them in program assessment also establishes ownership and accountability, both of which are critical to the sustainability of school health programs.

It is thus both timely and imperative to evaluate the implementation of the Physical and Health Education Program in public secondary schools in Bolinao, Pangasinan. This research will collect the views of teachers and faculty staff who are directly engaged in implementing the program. It will seek to establish the program's strengths, gaps and challenges, and its contribution to the attainment of a selected set of SDGs. The findings will form a foundation for recommending approaches and policies to improve the quality and effectiveness of PHE in the local school setting.

Statement of the Problem

This study aims to evaluate the Physical and Health Education Program in relation to the Sustainable Development Goals in selected public secondary schools in Bolinao, Pangasinan, as perceived by faculty and teachers. Specifically, the study seeks to answer the following questions:

1. What is the profile of teachers in terms of:
 - a. age;
 - b. gender;
 - c. marital status;
 - d. highest educational attainment;
 - e. number of years in the service as teachers;

- f. position;
 - g. specialization;
 - h. number of training or seminars attended related to physical and health education;
 - i. average monthly family income?
2. What is the level of implementation of the physical and health education program as perceived by the teachers and school heads, in terms of: (samples)
 - a. Curriculum content and learning standards;
 - b. Availability and adequacy of facilities and equipment;
 - c. Teacher competence and professional development;
 - d. Instructional strategies and assessment methods; and
 - e. Learner engagement and participation?
3. What is the level of influence of the implementation of the physical and health education program to the achievement of Sustainable Development Goals as perceived by the teachers and school heads along:
 - a. SDG 3: Good Health and Well-Being; and
 - b. SDG 4: Quality Education?
4. What is the level of seriousness of the problems encountered in the implementation of the physical and health education program as perceived by the teachers and school heads?
5. Is there a significant relationship between the level of implementation of the physical and health education program and the profile of teachers?
6. Is there a significant difference on the level of influence of the implementation of the physical and health education program to the achievement of Sustainable Development Goals as perceived by the teachers and school heads?
7. What training program may be proposed based on the results of the study?

Scope and Delimitations

The research is focused on selected public secondary schools in Bolinao, Pangasinan. The emphasis is on evaluating the implementation of the Physical and Health Education (PHE) Program and its perceived contribution to Sustainable Development Goal (SDG) 3: Good Health and Well-being and SDG 4: Quality Education. The inquiry focuses specifically on the perceptions, experiences, and evaluations of faculty and teachers directly involved in teaching the PHE curriculum. Other interested parties, such as students, school administrators, parents, and community members, are excluded here to ensure a specific focus on the instructional and implementation components of the program.

The selection of Bolinao, a first-class town in western Pangasinan, is strategic because of its diverse mix of coastal, rural, and semi-urban communities. Local public secondary schools in the region face various contextual issues, including resource scarcity, varying staff qualifications, and disparities in school facilities and support mechanisms. Such conditions make Bolinao a valid location for studying how local circumstances influence the implementation and effectiveness of national initiatives like PHE. By focusing on this geographic locale, the research aims to generate localized knowledge to guide targeted interventions and capacity building.

Teachers and faculty members were chosen as the key respondents because they are the frontline implementers of the PHE program. Their professional judgments are invaluable in assessing how the curriculum is tailored, taught, and received with regard to students' health and educational progress. Because they are responsible for putting policy into classroom practice, their views offer insightful comments on the program's strengths, gaps, and consistency with the SDGs. Restricting the sample to teaching personnel ensures that the research is contained, manageable, and rooted in pedagogical realities, enabling more precise and applicable conclusions.

Information for this research will be collected through a structured survey questionnaire and analyzed using quantitative methods, including frequency and percentage distributions, mean and standard deviation, t-tests or ANOVA, and Pearson correlations. The findings are anticipated to form an evidence-based basis for proposing improvements or creating training programs to facilitate better PHE delivery in public secondary schools in the local context.

Review of Related Literatures

Education continuously evolves to address the emerging needs and challenges of society. In recent years, schools have been encouraged to adopt more holistic and sustainable approaches to learning that prepare students not only academically but also socially, emotionally, physically, and environmentally. In this context, integrating the Sustainable Development Goals (SDGs) into the education system has become increasingly important. Physical and Health Education (PHE), as one of the core areas of learning, plays a significant role in promoting health awareness, active lifestyles, social responsibility, and values formation among learners. Through well-designed programs and activities, PHE contributes to the development of competencies that support sustainable development and lifelong well-being. The following related literature presents concepts, theories, and studies that explain the connection between Physical and Health Education and the promotion of Sustainable Development Goals.

Physical and Health Education and the Sustainable Development Goals

Physical and Health Education (PHE) contributes significantly to the achievement of several Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education). According to Baena-Morales et al. (2021), PHE supports numerous SDG targets by promoting healthy lifestyles, critical thinking, social responsibility, and active citizenship. Through physical activities and health-related learning experiences, students develop values and behaviors that contribute to sustainable development.

PHE also supports learners' emotional and mental well-being. Martins et al. (2020) found that regular participation in physical activities improves self-esteem, resilience, and stress management. These outcomes align with the goals of promoting lifelong health and well-being among learners. Furthermore, PHE encourages responsible lifestyle choices, including proper nutrition, regular exercise, and environmental awareness, which are essential components of sustainable living.

The interdisciplinary nature of PHE allows educators to integrate sustainability concepts into various learning activities. Through teamwork, outdoor activities, and community-based projects, students gain practical experiences that strengthen their understanding of environmental responsibility and social participation. Such experiences help learners become active contributors to sustainable communities.

Faculty and Teachers' Roles in Implementing PHE Programs

Teachers play a vital role in integrating SDGs into Physical and Health Education. They serve not only as facilitators of learning but also as role models who promote healthy behaviors and sustainability values. Licudine and Salva (2024) emphasized that teachers' competencies, physical literacy, and instructional practices significantly influence the successful implementation of SDG-related concepts in PHE.

Teacher motivation and professional competence are essential in delivering meaningful learning experiences. According to Deci and Ryan (2000), motivated teachers are more likely to create engaging and learner-centered environments. Likewise, Baena-Morales and González-Víllora (2022) highlighted the importance of teacher preparation programs that develop skills in sustainability education, interdisciplinary teaching, and social-emotional learning.

Continuous professional development is necessary to equip teachers with updated knowledge and strategies for integrating sustainability concepts into classroom instruction. Collaboration among teachers, school leaders, and stakeholders further strengthens the implementation of sustainable education initiatives.

Challenges in Aligning PHE with SDGs

Despite its importance, several challenges hinder the effective integration of SDGs into PHE programs. One major concern is the limited knowledge and training of teachers regarding sustainability education. Baena-Morales et al. (2021) reported that many educators lack sufficient preparation to incorporate SDG-related concepts into their lessons effectively.

Resource limitations also affect program implementation. Many public schools experience shortages in facilities, equipment, instructional materials, and funding for PHE activities. These constraints reduce opportunities for experiential learning and sustainability-focused programs. In addition, the emphasis on core academic subjects often results in reduced instructional time and support for PHE.

Administrative and policy-related barriers may further restrict innovation in teaching practices. Addressing these challenges requires stronger institutional support, enhanced teacher training, and increased investment in educational resources.

Global Perspectives on PHE and Sustainable Development

Many countries have recognized the role of PHE in promoting sustainable development. Nations such as Finland, Sweden, Australia, and China have incorporated health, environmental awareness, and social responsibility into their physical education curricula. These initiatives demonstrate how PHE can contribute to holistic learner development while supporting sustainability goals.

UNESCO (2023) emphasized the importance of Education for Sustainable Development (ESD) across all subject areas, including PHE. International experiences show that sustainability-oriented curricula, teacher training, and community partnerships can strengthen the contribution of education to sustainable development. These practices provide valuable models that may be adapted to the Philippine educational context.

Implications for Public Secondary Schools in Bolinao, Pangasinan

The literature highlights the importance of strengthening teachers' motivation, engagement, and competencies in integrating SDGs into Physical and Health Education. For public secondary schools in Bolinao, Pangasinan, assessing teachers' preparedness and identifying existing challenges are necessary steps toward improving sustainability education.

Findings from previous studies suggest the need for localized training programs that enhance teachers' understanding of SDGs and their application in PHE. School administrators should also support professional development opportunities, provide adequate learning resources, and encourage collaboration among teachers and community stakeholders.

Through strengthened teacher capacity and institutional support, PHE can become an effective platform for promoting sustainable development, healthy lifestyles, and responsible citizenship among learners in Bolinao, Pangasinan.

Theoretical Framework

Self-Determination Theory (SDT) – Deci & Ryan (1985, elaborated 2000s) - Self-Determination Theory described human motivation in intrinsic and extrinsic motivation. Intrinsic motivation meant doing something because it was interesting or enjoyable per se, whereas extrinsic motivation meant doing something because it brought about a separable consequence.

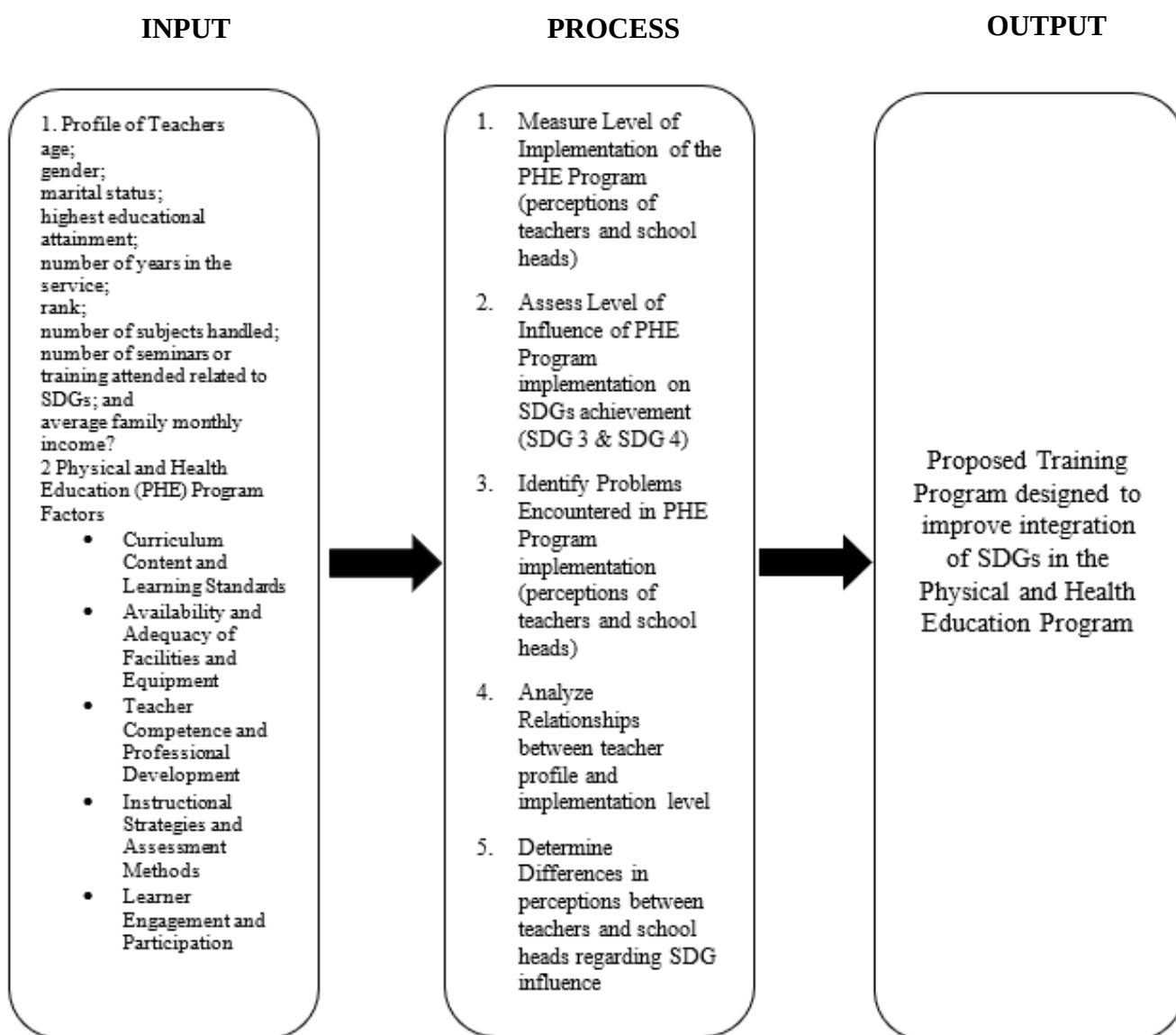
In SDG promotion, teachers with intrinsic motivation incorporated sustainability due to personal beliefs, values, and satisfaction, whereas extrinsically motivated teachers could be driven by institutional encouragement, recognition, or professional development. These two dimensions were crucial in determining the factors that affect teachers' motivation.

Transformational Leadership Theory – Burns (1978); Bass (1985)- *This theory focuses on leaders' responsibility to inspire and encourage* people to work towards mutual goals. School

administrators and education leaders could become transformational figures who promote a vision of sustainable development, provide support, and establish an enabling environment for incorporating the SDGs into schools. Transformational leadership clarified administrative support and leadership on teacher commitment and sustainability-related actions in schools.

Theory of Planned Behavior (Ajzen, 1991) - This theory states that behavior is motivated by behavioral intentions, which are a product of three variables: attitude towards the behavior, subjective norms, and perceived behavioral control. Teachers' intention and actual engagement in SDG-related activities were determined by their individual attitudes toward sustainability, expectations from society (norms), and their perceived ability and control to undertake such initiatives in this research. This was a theory underlying teacher involvement in fostering SDGs through attitudes, perceptions, and self-confidence.

Conceptual Framework



METHODOLOGY

This part discussed the methodology to be employed in conducting the study entitled “Physical and Health Education Program and Sustainable Development Goals (SDGs) in Public Secondary Schools in Bolinao, Pangasinan: Basis for a Training Program.” It covered the research design, population and locale of the study, sampling design, research instrument, data gathering procedure, and statistical treatment of data. The chosen methodology ensured the validity and reliability of the findings in addressing the research problems.

Research Design

This study utilized a descriptive-correlational research design. The descriptive aspect was used to assess the implementation of the Physical and Health Education (PHE) program and its perceived contribution to the Sustainable Development Goals (SDGs) based on the perceptions of faculty and teachers in public secondary schools. A correlational approach was employed to examine the relationship between the implementation of the PHE program and its contribution to selected SDGs. This method was appropriate as it enabled the collection and analysis of data to describe existing conditions and to explore potential associations between variables without manipulating the study environment.

Research Steps

The study began with the development of a structured survey questionnaire aligned with the research objectives and variables. To ensure the instrument's validity and appropriateness, the questionnaire was submitted to five experts in education and research for evaluation. Their comments and recommendations regarding clarity, relevance, organization, and suitability of the items were carefully reviewed and incorporated into the final version of the questionnaire.

After the validation process, formal letters requesting permission to conduct the study were sent to the principals and school heads of the seven public secondary schools in Bolinao, Pangasinan. Upon approval, the researcher coordinated with the school administrators to distribute the survey questionnaire via Google Forms. The collected responses were then organized, tabulated, analyzed, and interpreted using appropriate statistical tools.

Data Collection and Sample Selection

The study's respondents were selected through stratified random sampling to ensure that teachers from different public secondary schools in Bolinao, Pangasinan, were fairly represented. The strata were based on school size, geographic location, and teacher involvement in SDG-related activities. Slovin's Formula was utilized in determining the appropriate sample size from the total population of 191 public secondary school teachers, resulting in 144 respondents.

Data collection was conducted via an online survey using Google Forms. The survey link was distributed to the teacher-respondents through their respective school heads and administrators. The respondents were given sufficient time to complete the questionnaire, and all data collected were handled confidentially and used solely for academic purposes.

Data Analysis Methods

The data gathered in this study were analyzed and interpreted using appropriate statistical tools and techniques based on the study's specific problems.

For Problem 1, which determined the profile of the teachers in terms of age, gender, marital status, highest educational attainment, number of years in service, position, specialization, number of trainings or seminars attended related to Physical and Health Education, and average monthly family income, frequency counts and percentage distribution were used. These statistical tools described the respondents' demographic and professional characteristics.

For Problems 2, 3, and 4, which dealt with the level of implementation of the Physical and Health Education (PHE) program, the level of influence of the PHE program on the achievement of Sustainable Development Goals (SDGs), and the seriousness of problems encountered in program implementation, weighted mean and composite mean were utilized. These measures determined the respondents' average responses based on the indicators provided in the questionnaire. The standard deviation was also used to assess the consistency or variability of the responses.

For Problem 5, which sought to determine the significant relationship between the level of implementation of the Physical and Health Education program and the profile variables of teachers, Pearson Product-Moment Correlation Coefficient (Pearson r) was employed for continuous variables, while Spearman Rank Correlation Coefficient was used for ordinal or ranked variables when appropriate. These statistical tests determined the degree and direction of the relationship between variables.

For Problem 6, which examined the significant difference in the perceived level of influence of the implementation of the PHE program on the achievement of Sustainable Development Goals among teachers and school heads, the independent samples t-test was used to determine whether significant differences existed between the two groups.

All hypotheses were tested at a 0.05 level of significance. Statistical analysis was conducted using appropriate software to ensure accurate computation, interpretation, and presentation of data.

Research Hypotheses and Validation

The researcher actively participated in all phases of the study, including the preparation of the research instrument, coordination with school administrators, distribution of survey questionnaires, retrieval of responses, and organization of the gathered data. The researcher also ensured that the data collection procedures were properly implemented and that all respondents were adequately informed about the study's purpose and nature.

To ensure the instrument's validity, the questionnaire underwent content validation by five experts in education and research. Their comments, suggestions, and recommendations were incorporated into the revision of the questionnaire. In addition, reliability testing was conducted

through pilot testing with selected teachers who were not included as actual respondents, and Cronbach's Alpha was used to assess the instrument's reliability and internal consistency. The following hypotheses were tested in the null form at a 0.05 level of significance:

1. There is no significant level of implementation of the Physical and Health Education (PHE) Program.
2. There is no significant contribution of the Physical and Health Education (PHE) Program to the attainment of Sustainable Development Goals (SDGs).
3. There is no significant implementation problems encountered in the Physical and Health Education (PHE) Program.
4. There is no significant relationship between the level of implementation of the Physical and Health Education (PHE) Program and the teachers' profile variables.
5. There is no significant difference in the perceived influence of the Physical and Health Education (PHE) Program on Sustainable Development Goals when respondents are grouped according to position.

Study Limitations and Ethical Considerations

The study was delimited to public secondary school teachers in Bolinao, Pangasinan and did not include private school teachers or other educational stakeholders such as students, parents, and administrators. The research concentrated only on the variables identified in the study, specifically the respondents' profile, level of motivation, and level of engagement in promoting SDGs. Other possible variables that may influence teachers' participation in sustainability initiatives were beyond the scope of the research.

Moreover, the study used a quantitative approach via a structured survey questionnaire, which limited responses to the items included in the instrument. The findings relied on the honesty and accuracy of the respondents' answers during data collection. Despite these delimitations, the study still provided valuable and reliable information regarding teachers' involvement in promoting Sustainable Development Goals in public secondary schools.

The researcher strictly adhered to ethical standards throughout the study to ensure the protection, safety, and rights of all participants. Prior to administering the survey questionnaire, formal permission was obtained from the principals and school heads of the participating public secondary schools in Bolinao, Pangasinan. The respondents were properly informed about the purpose and objectives of the study, as well as the nature of their participation. Participation in the study was entirely voluntary, and respondents were free to decline to participate or withdraw at any time without penalty or consequence.

The researcher also ensured the confidentiality and privacy of all information gathered from the respondents. No names or personal identifiers were disclosed in the presentation, analysis, and interpretation of the data. The responses collected through Google Forms were used strictly for academic and research purposes only and were handled with utmost honesty, transparency, and objectivity. Informed consent was obtained from all participants before the

study was conducted to ensure that ethical principles were properly observed throughout the research process.

RESULTS AND DISCUSSION

SOP 1. What is the profile of teachers in terms of age, gender, marital status, highest educational attainment, number of years in service, rank, number of subjects handled, number of seminars or training attended related to SDGs, and average family monthly income?

The study revealed that the majority of the respondents were female teachers aged 30–39 years old and mostly married. Most of them held master's degrees and had 1–10 years of teaching experience, indicating a relatively mature and academically prepared teaching workforce. In terms of position, most were Teacher I–III, and they were distributed across various specializations. However, exposure to professional development in Physical and Health Education (PHE) was relatively limited, as most respondents had attended only 1–4 training sessions or seminars. This suggests moderate participation in specialized capacity-building activities related to PHE implementation.

The profile suggests that while teachers are generally qualified and experienced, their limited exposure to training may affect the depth and quality of program implementation. Strengthening professional development opportunities is therefore essential to maximize their capacity in delivering PHE effectively. This also suggests that improving access to targeted training programs may further enhance teachers' readiness to implement curriculum innovations aligned with SDG outcomes, particularly in health and education.

SOP 2. What is the level of implementation of the physical and health education program as perceived by the teachers and school heads, in terms of: (samples)

- a. Curriculum content and learning standards;***
- b. Availability and adequacy of facilities and equipment;***
- c. Teacher competence and professional development;***
- d. Instructional strategies and assessment methods; and***
- e. Learner engagement and participation?***

The findings showed that the Physical and Health Education (PHE) program was implemented at a high level, with an overall mean interpreted as Strongly Agree. Among the indicators, Curriculum Content and Learning Standards obtained the highest rating, followed by Instructional Strategies and Assessment, and Learner Engagement and Participation. This indicates that teachers are effectively delivering the curriculum and engaging learners in PHE-related activities.

However, Facilities and Equipment received the lowest rating among the indicators, yet remained at a high implementation level. This implies that while instructional practices and curriculum delivery are strong, resource limitations remain a challenge. The implication of this finding is that sustained implementation success may depend on improving physical resources

and instructional materials, as inadequate facilities can hinder the full realization of program objectives and limit students' experiential learning opportunities.

SOP 3. What is the level of influence of the implementation of the physical and health education program to the achievement of Sustainable Development Goals as perceived by the teachers and school heads along:

c. SDG 3: Good Health and Well-Being; and

d. SDG 4: Quality Education?

The study found that the PHE program had a strong influence on the achievement of the Sustainable Development Goals, particularly SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education). SDG 3 obtained the highest mean, followed closely by SDG 4, indicating that the program strongly supports both students' physical health and educational development. This shows that PHE plays an important role in promoting holistic student development.

The implication of this result is that Physical and Health Education is not only a subject area but also a strategic tool for achieving key global development goals. It highlights the importance of strengthening PHE programs to promote healthy lifestyles and quality learning outcomes. Schools should therefore continue to invest in programs that integrate physical wellness and academic development to sustain positive contributions to the SDGs.

SOP 4. What is the level of seriousness of the problems encountered in the implementation of the physical and health education program as perceived by the teachers and school heads?

The results indicated that the problems encountered in implementing the PHE program were generally moderately serious to serious, with Facilities and Equipment identified as the most pressing concern. Teacher Competence and Professional Development ranked as the second most serious issue, while learner engagement, curriculum development, and instructional strategies were considered moderately serious.

These findings imply that although the program is being implemented effectively, structural and capacity-related challenges may affect its long-term sustainability. The lack of adequate facilities and insufficient professional development opportunities may limit the program's effectiveness. This suggests the need for stronger institutional support, particularly in resource allocation and continuous teacher training to address implementation gaps.

SOP 5. Is there a significant relationship between the level of implementation of the physical and health education program and the profile of teachers?

The study found that most teacher profile variables—such as age, gender, marital status, educational attainment, years of service, position, specialization, and income—were not significantly related to the level of PHE program implementation. This indicates that implementation quality is generally consistent regardless of these demographic and professional characteristics.

However, the number of trainings attended showed a significant positive relationship with program implementation. This means that teachers who participated in more PHE-related trainings were more effective in implementing the program. The implication is that professional

development plays a critical role in enhancing implementation quality, underscoring the need for sustained, accessible training programs for teachers to improve instructional effectiveness and alignment with SDG goals.

SOP 6. Is there a significant difference in the level of influence of the implementation of the physical and health education program on the achievement of Sustainable Development Goals as perceived by the teachers and school heads?

The findings revealed no significant difference in the perceived influence of the PHE program on SDG achievement when grouped by teacher position. Both teachers and school heads shared similar perceptions regarding the program's contribution to SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education).

This suggests a shared understanding and agreement among stakeholders regarding the effectiveness of the PHE program. The implication is that collaboration between teachers and school leaders is well aligned, which is essential for program consistency and sustainability. It also indicates that perceptions of program impact are uniform across different roles, strengthening the validity of the program's perceived effectiveness.

SOP 7. What training program may be proposed based on the results of the study?

Based on the results, a capability-building training program was proposed to address identified gaps in the implementation of the PHE program. The training program focuses on strengthening teacher competence, improving instructional strategies, enhancing the use of learning materials and facilities, and increasing student engagement in PHE activities.

The implication of this proposed intervention is that targeted professional development can directly address the identified weaknesses in implementation, particularly in teacher capacity and resource utilization. By institutionalizing this training program, schools can improve the overall effectiveness of PHE delivery and strengthen its contribution to Sustainable Development Goals, especially SDG 3 and SDG 4.

SUMMARY

The research evaluated how well the Physical and Health Education (PHE) program elements were implemented and which elements influenced the achievement of the Sustainable Development Goals (SDGs) among selected research participants. The study investigated two aspects: implementation challenges and the connection between teachers' profiles and their implementation success, and the perception differences across teacher positions. The research collected quantitative data from 144 participants who completed a validated survey questionnaire, and the researchers conducted a statistical analysis of the data.

The study sample consisted of 60.42% women aged 30–39 and 68.75% married participants. The majority held master's degrees (55.56%), with most having 1–10 years of teaching experience. Most respondents were Teacher I–III (52.08%) and had attended 1–4 training sessions, indicating moderate exposure to professional development. The group possesses sufficient experience and academic knowledge to assess program execution through their current qualifications.

The PHE program received a rating at the high implementation level because its overall mean score of 4.33 indicates "Strongly Agree." The Curriculum Content and Learning Standards domain received the highest rating, at 4.46, while Instructional Strategies and Assessment and Learner Engagement followed with ratings of 4.44 and 4.43, respectively. The Facilities and Equipment domain received the lowest rating which requires system improvements to achieve better results despite showing strong implementation performance.

The PHE program achieved Very High ratings because it contributed to Sustainable Development Goals with an Overall Mean score of 4.45. SDG 3 (Good Health and Well-being) reached a composite mean of 4.46 while SDG 4 (Quality Education) achieved 4.44. The PHE program enables students to develop physically and attain well-being through its activities, which help their complete development.

Serious implementation problems of the PHE program were assessed, yielding a Grand Mean score of 3.45. The most serious problem domain emerged as Facilities and Equipment (WM = 3.62), which faced challenges, while Teacher Competence and Professional Development (WM = 3.44) ranked as the second most severe issue. Learner engagement, curriculum development, and instructional strategies were assessed as having moderately serious problems by the evaluators.

The implementation level showed no relationship with teachers' profile variables, as most variables (age, gender, marital status, educational attainment, years of service, position, specialization, and income) were not associated with program implementation ($p > 0.05$). The number of trainings attended showed a significant positive relationship ($p = 0.408$, $p < .001$), indicating that increased training leads to better implementation.

The level of influence the PHE program exhibited across different positions showed no significant difference between groups ($p = 0.079$). Teachers and school heads both perceived the program to have equal effects on Sustainable Development Goals, according to these results.

The research findings required the creation of a capability training program aimed at solving existing problems through teacher competence development, improvement of teaching methods, enhancement of learning material use, and growth in student participation.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

The respondents possess adequate qualifications, teaching experience, and moderate training exposure, enabling them to effectively implement the PHE program. The Physical and Health Education program demonstrates strong implementation in its curriculum and instructional practices, but it requires better facilities and equipment to achieve its full potential. The PHE program is a major driver of the Sustainable Development Goals by helping people achieve better health and educational outcomes through its work and education initiatives. Program implementation remains problematic because the existing facilities and equipment obstruct the complete execution of PHE program requirements. The PHE program implementation level remains unaffected by teachers' demographic profiles, resulting in uniform program execution across all teacher categories. Program implementation receives a major boost

from training and professional development activities, which demonstrate the need for teachers to engage in ongoing educational opportunities. The program's impact on the Sustainable Development Goals receives uniform recognition from teachers and school heads, who share a common understanding of its effects across their different job roles.

RECOMMENDATIONS

Based on the study's results and conclusions, the following recommendations were formulated.

Teachers' continuous professional development may be strengthened. Since teachers already possess adequate qualifications and experience and benefit from training exposure, the school may sustain and further enhance regular professional development programs focused on innovative teaching strategies, assessment techniques, and updated PHE practices to maintain high-quality program implementation.

Improvement of facilities and equipment may be prioritized. Considering that inadequate facilities and equipment hinder full implementation of the Physical and Health Education (PHE) program, schools may prioritize upgrading sports facilities, learning spaces, and instructional materials to ensure safe, effective, and interactive learning experiences.

Sustainable funding, infrastructure support, and policy reinforcement may be enhanced. To address resource limitations, stronger collaboration among the school administration, local government units (LGUs), and funding institutions may be fostered to ensure the continuous provision of financial and logistical support for the sustainability of the PHE program.

Student-centered and innovative instructional practices may be further strengthened. Building on the strong implementation of the PHE curriculum, teachers may continue to apply varied and engaging teaching strategies that promote active participation, skill development, and holistic student learning outcomes.

A structured monitoring and evaluation system for PHE implementation may be established. Regular assessment of program delivery may be conducted to ensure consistency, identify implementation gaps, and support continuous improvement of teaching practices and resource utilization.

The integration of the Sustainable Development Goals (SDGs) into lesson planning can be consistently promoted. Since the PHE program significantly contributes to the SDGs and is widely recognized by stakeholders, teachers may integrate SDG-related concepts into lesson plans to strengthen awareness and reinforce global citizenship among learners.

Strengthening stakeholder collaboration and supporting future research may be encouraged. Schools may further enhance partnerships among teachers, school heads, parents, and LGUs to support program sustainability and improve the overall implementation of PHE initiatives.

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AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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