

Peer-Led Strategy as Pedagogical Approach to the Active Engagement and Performance of Physical Education Students

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Abstract — This study examined how peer-led strategies influence students' engagement and performance in Physical Education. Focusing on how this teaching approach is reflected through leadership, collaboration, reliability, structured support, and interaction, and how these factors contribute to students' motivation, participation, enjoyment, and involvement in learning activities. Furthermore, it investigated whether peer-led strategies are significantly related to students' engagement and overall performance in task-based Physical Education activities. A quantitative research design was used in this study. Data were gathered and analyzed using a researcher-developed survey questionnaire and performance-based rubrics to measure students' perceptions and actual learning outcomes. The students responded to questions based on their experiences during peer-led activities, while their performance was evaluated through structured tasks. Appropriate statistical tools were applied to determine the level of student engagement and examine the relationship between peer-led strategies and student performance. The findings implied that peer-led strategies were positively experienced by the students and created a more supportive and engaging learning environment. Students became confident and active in participating, more motivated to complete tasks, and more willing to collaborate with their classmates. The connection and comfort they felt with their peers helped them clearly understand instructions and perform activities more effectively. The found that peer-led strategies are closely associated with higher student engagement and improved performance in Physical Education. Highlighting the importance of creating learning environments where students are given opportunities to lead, support one another, and grow together academically and socially. Future researchers may consider applying this strategy in different subjects and disciplines to determine its effectiveness in various educational contexts and learning environments.

Keywords — Peer-led Strategy, student engagement, Physical Education, student performance, collaborative learning.

I. INTRODUCTION

Modern education is increasingly shifting toward approaches that encouraged students to become active participants in their own learning rather than passive recipients of information. While traditional teacher-centered instruction offers clear structure, it often restricts students' chances to share ideas, work collaboratively, and engage meaningfully with lessons. Previous studies suggested that this transition is driven by evidence showing that student-centered and active learning strategies result in higher academic achievement, as they better support student learning outcomes compared to

conventional, content-focused, and passive methods such as lecturing (Kozanitis & Nenciovici, 2022).

Supporting learner-centered education, Ruijuan et al. (2023) found that integrating collaborative and active learning significantly improves academic achievement and self-motivation, particularly in vocational settings, by strengthening teamwork, problem-solving, autonomy, and critical thinking, despite challenges such as limited resources.

Department of Education (DepEd) K to 12 Curriculum, particularly DepEd Order No. 35, s. 2016, which promotes collaborative, reflective, and engaging teaching practices through the Learning Action Cell, reinforcing the need for instructional approaches that actively engage students while preparing them with essential skills for lifelong learning and career readiness.

Active learning and peer instruction contribute to positive learning outcomes (Gary et al., 2024). Peer teaching is an instructional approach in which students guide and support the learning of their classmates with the teacher providing oversight. By drawing on social interaction and collaborative learning, this strategy helps learners develop a deeper understanding of the content and improves long-term retention (Roy et al., 2024). Grounded in social learning and cooperative learning theories, this approach positions learners not only as recipients of knowledge but also as facilitators who share responsibility for the learning process. In the context of peer-led learning, Vygotsky's theory supports the idea that students construct knowledge more effectively when they engage in meaningful social interactions, exchange ideas, and learn from one another within their zone of proximal development (ZPD). Through guided participation with peers, learners not only acquire new skills and understanding but also develop higher-order thinking and independence.

In Physical Education, a peer-led strategy engages students in guiding, teaching, and supporting one another through structured activities with clear criteria for performance, teamwork, and skills, while training them to give constructive feedback (Tanir, 2025). By fostering a comfortable, collaborative environment, this approach enhances self-confidence, social relationships, communication skills, and long-term engagement in physical activity, making learning more meaningful and effective.

The nature of Physical Education, which emphasizes movement, teamwork, and interpersonal interaction, provides

an ideal setting for peer collaboration making the application of peer-led strategies particularly significant. When students take leadership roles in activities such as group exercises, skill demonstrations, or team coordination, they not only reinforce their own competencies but also encourage others to engage actively. In classroom Observation, students tend to learn faster through peer-led strategies because they are more familiar with each other's abilities, learning styles, and limitations. They feel less intimidated and more at ease when interacting with peers than with teachers. This sense of equality and shared experience fosters openness and cooperation, allowing students to engage more freely and learn more effectively. Supported by the principles outlined in DepEd Order No. 8, s. 2015, which emphasizes the importance of performance-based and formative assessments that value active participation, teamwork, and self-directed learning. By aligning with these standards, peer-led strategies promote holistic development, addressing not only physical performance but also social and emotional growth.

On the other hand, several literatures highlight the benefits of peer-led learning. In his book *Effective Peer Learning: From Principles to Practical Implementation*, topping (2017) emphasized that peer-led strategies promote leadership and collaboration.

Kamarrudin et al. (2022) described active engagement as the extent to which students participate actively in learning activities that foster high-quality learning outcomes. On the other hand, Zengaro and Zengaro (2022) believes that active engagement is a critical factor in determining success. Students who participate actively in academic activities will be more successful.

Moreover, Mercer-Mapstone and Matthews (2017) also found that peer-created instructional resources increase relatability and ownership of learning.

In this context, the present study focuses on the peer-led strategy as a pedagogical approach to the active engagement and performance of physical education student.

II. METHODOLOGY

The study employed a descriptive-quantitative research design. This design was used to describe and quantify the level of students' active engagement and performance in Physical Education when the peer-led strategy was implemented. This design was chosen because it allows the researcher to collect and analysed numerical data that describe existing conditions without manipulating any variables. As McCombes (2023) explains that descriptive quantitative research focuses on systematically describing characteristics of a group or phenomenon through measurable data.

III. RESULT AND DISCUSSION

Table 1 presents the level of peer-led strategy as a pedagogical approach in Physical Education in terms of leadership. All the participants strongly agree that under peer-led strategy their peer leader helped them understand clearly the instruction ((M=4.33, SD=0.65) and perform better (M=4.34, SD=0.67). They also agreed that their peer leader serve as positive role model for teamwork and discipline

M=4.34, SD=0.72). This approach did not only increase the leader confidence but as well as the members (M=4.40, SD=0.67) as a result it helped improve the leadership skills of the peer leader, which contributed to better group performance.

TABLE I. Level of peer-led strategy as a pedagogical approach in physical education in terms of Leadership

STATEMENTS	MEAN	SD	REMARKS
Using peer-led strategy helped our peer leader to give clear and understandable instructions during the activity.	4.33	0.65	Strongly Agree
Through the peer-led strategy, our peer leader was able to motivate us to perform better in every practice or session.	4.34	0.67	Strongly Agree
The peer-led strategy allowed our peer leader to serve as a positive role model for teamwork and discipline.	4.34	0.72	Strongly Agree
The peer-led strategy increased both my confidence and the peer leader's confidence during participation in activities.	4.40	0.67	Strongly Agree
The peer-led strategy helped improve the leadership skills of our peer leader, which contributed to better group performance.	4.24	0.69	Strongly Agree
Weighted Mean	4.33		
SD	0.68		
Verbal Interpretation	Very High		

TABLE II. Level of peer-led strategy as a pedagogical approach in physical education in terms of Collaboration

STATEMENTS	MEAN	SD	REMARKS
The peer-led strategy helped our group work together effectively while learning the dance routine.	4.28	0.55	Strongly Agree
The peer-led strategy gave every group member an opportunity to collaborate by participating and sharing ideas.	4.45	0.58	Strongly Agree
Through the peer-led strategy, we were able to support one another during dance activities.	4.35	0.64	Strongly Agree
The peer-led strategy encouraged cooperation and teamwork among classmates.	4.28	0.62	Strongly Agree
Collaboration within our group made learning the dance more enjoyable under the peer-led strategy.	4.45	0.60	Strongly Agree
Weighted Mean	4.36		
SD	0.60		
Verbal Interpretation	Very High		

The data presented in Table 2 indicate that students had highly positive experiences when learning through peer-led strategies. All the statements received a rating of Strongly Agree, showing that peer-led strategy helped students worked effectively together (M=4.28, SD=0.55) and give every group member an opportunity to collaborate and share their ideas (M=4.45, SD=0.58). The strategy not only allows the students to support each other (M=4.35, SD=0.64) but also encouraged cooperation and teamwork among classmates (M=4.28, SD=0.62) making the learning more collaborative and enjoyable (M=4.45, SD=0.60)

The presented data in table 3 clearly indicates that students generally feel very positive about the peer-led strategy in terms of relatability. All of them responded Strongly agree that peer-led strategy made the made the dance routine easier to understand because it was explained by a classmate

(M=4.26, SD=0.59). They were also agreed that under peer-led strategy, peer leaders communicated in a way that was easy to understand (M=4.33, SD=0.63). Students felt more comfortable (M=4.23, SD=0.63), more engaging and less intimidating (M=4.27, SD=0.61) under the strategy. Although slightly lower, the statement about peer leaders understanding their challenges and learning pace was still rated positively (M=4.20, SD=0.61).

TABLE III. Level Of Peer-Led Strategy as A Pedagogical Approach in Physical Education in Terms of Relatability

STATEMENTS	MEAN	SD	REMARKS
The peer-led strategy made the dance routine easier to understand because it was explained by a classmate.	4.26	0.59	Strongly Agree
Peer leaders in the peer-led strategy communicated in a way that was easy to relate to.	4.33	0.63	Strongly Agree
I felt more comfortable asking questions to my peer leader under the peer-led strategy.	4.23	0.63	Strongly Agree
The peer leader in the peer-led strategy understood our challenges and learning pace.	4.20	0.61	Agree
Learning through the peer-led strategy felt more engaging and less intimidating.	4.27	0.61	Strongly Agree
Weighted Mean	4.26		Very High
SD	0.61		
Verbal Interpretation			

TABLE IV. Level of peer-led strategy as a pedagogical approach in physical education in terms of Structured Support

STATEMENTS	MEAN	SD	REMARKS
Under the peer-led strategy, our teacher provided a clear theoretical foundation and instructions before activities.	4.45	0.64	Strongly Agree
The peer-led strategy ensured that both peer leaders and members received adequate guidance from the teacher.	4.43	0.62	Strongly Agree
Our PE lesson, implemented through a peer-led strategy, followed a well-organized structure that progressed from theoretical discussion to practical application.	4.44	0.67	Strongly Agree
The combined support from our teacher and peer leaders made tasks easier to complete.	4.48	0.59	Strongly Agree
The peer-led strategy allowed our teacher and peer leaders to give feedback, comments, and suggestions that helped improve our performance.	4.49	0.57	Strongly Agree
Weighted Mean	4.46		Very High
SD	0.62		
Verbal Interpretation			

Table 4 presents the students' assessment of the peer-led strategy in terms of structured support. The results indicate that the peer-led strategy is characterized by a very high level of structured support. Most of them responded strongly agree that under peer-led strategy, teacher provided a clear theoretical foundation and instructions before activities (M=4.45, SD=0.64). This strategy ensured that that both peer leaders and members received adequate guidance from the teacher (M=4.43, SD=0.62). The lesson, implemented through a peer-led strategy, followed a well-organized structure that progressed from theoretical discussion to practical application (M=4.44, SD=0.67). The combined support from the teacher and peer leaders made tasks easier to complete (M=4.48, SD=0.59), and allowed the teacher and peer leaders to give

feedback, comments, and suggestions that helped improve our performance (M=4.49, SD=0.57).

TABLE V. Level of peer-led strategy as a pedagogical approach in physical education in terms of Interaction

STATEMENTS	MEAN	SD	REMARKS
The peer-led strategy encouraged more class interaction, especially during practice.	4.12	0.67	Agree
Using the peer-led strategy in Hip-hop helped me communicate more with my classmates.	4.23	0.66	Strongly Agree
The peer-led strategy allowed our peer leader to encourage equal participation and communication among all members.	4.29	0.63	Strongly Agree
The peer-led strategy helped me interact confidently with my classmates, improving my understanding of the dance steps.	4.25	0.59	Strongly Agree
Frequent peer interactions in the peer-led strategy increased my social skills and confidence.	4.30	0.53	Strongly Agree
Weighted Mean	4.24		Very High
SD	0.62		
Verbal Interpretation			

Table 5 presents the level of peer-led strategy as a pedagogical approach in Physical Education in terms of Interaction. The results show that most of the statements were rated Strongly Agree. It implies that peer-led strategy helped them communicate more with their classmates (M=4.23, SD=0.65), and create an environment where peer leader encouraged equal participation and communication among all members (M=4.29, SD=0.63). It also helped the peer leader interact confidently with their classmates, improving their understanding of the dance steps (M=4.25, SD=0.59), resulting to a Frequent peer interaction that gives students an opportunity to increase their social skills and confidence.

Although slightly lower, the statement about peer-led strategy encouraging more class interaction during practice was still rated positively (M=4.30, SD=0.53).

TABLE VI. Level of active engagement in physical education of the students in terms of Motivation

STATEMENTS	MEAN	SD	REMARKS
The peer-led strategy in teaching Hip-hop made me feel excited and confident because I was able to dance and learn alongside my peers.	4.37	0.64	Strongly Agree
I exerted more effort in the activities as a result of the encouragement and support I received from my peers.	4.25	0.52	Strongly Agree
My peers' graceful performances inspired me to learn and improve my own dance skills.	4.21	0.70	Strongly Agree
I felt recognized and valued for my efforts during the peer-led activities.	4.26	0.57	Strongly Agree
Because of the peer-led strategy, I looked forward to every Physical Education class shared with my peers.	4.28	0.59	Strongly Agree
Weighted Mean	4.27		Very High
SD	0.61		
Verbal Interpretation			

Table 6 presents the Level of active engagement in physical education of the students in terms of Motivation. The

data show that all statements were rated Strongly Agree which indicates a very high level of motivation among students during peer-led activities. Students expressed that the peer-led strategy made them feel excited and confident (M=4.37, SD=0.64) as well as exert more effort from the encouragement they received (M=4.25, SD=0.52). They agreed that the gracefulness of their peers during performance inspired them to learn and improve their own dance skills (M = 4.21, SD = 0.70) and that they felt recognized and valued for their efforts during the peer-led activities (M = 4.26, SD = 0.57); as a result, they looked forward to every Physical Education class (M = 4.28, SD = 0.59).

TABLE VII. Level of active engagement in physical education of the students in terms of Participation

STATEMENTS	MEAN	SD	REMARKS
The peer-led strategy allows active participation in all activities by letting us contribute to the dance steps.	4.31	0.57	Strongly Agree
Because of the peer-led strategy, I help other group members memorize the dance steps during practice.	4.32	0.71	Strongly Agree
I was attentive during the demonstrations led by peer leaders.	4.26	0.62	Strongly Agree
The peer-led strategy creates a space where everyone in the group actively participates during practice.	4.40	0.61	Strongly Agree
The peer-led strategy improved my participation because I was able to communicate well with my peers.	4.30	0.57	Strongly Agree
Weighted Mean	4.32		
SD	0.62		
Verbal Interpretation	Very High		

Table 7 presents the level of active engagement in Physical Education in terms of Participation. All statements indicate high ratings wherein students strongly agreed that peer-led strategy allows active participation (M=4.31, SD=0.57). Under the implementation of the strategy, students were able helped other group members during the dance practice (M=4.32, SD=0.71) and became more attentive during the demonstration of peer leaders (M=4.26, SD=0.62). It creates a space where everyone in the group actively participates during practice (M=4.40, SD=0.61) which improved students' participation as they were able to communicate well with their peers (M=4.30, SD=0.57).

Table 8 the presents Level of Active Engagement in Physical Education in terms of Enjoyment. The results show that all statements were rated Strongly Agree, indicating that students experienced a fun and exciting way of learning with their peers (M = 4.37, SD = 0.60). They agreed that the peer-led strategy made every moment in Physical Education class happier and livelier with their peers (M = 4.33, SD = 0.57), as they felt a sense of satisfaction whenever they shared ideas and learned with them (M = 4.35, SD = 0.63). It was also reported that students often laughed and smile (M = 4.31, SD = 0.65) because peer-led strategy made learning more entertaining and enjoyable (M = 4.36, SD = 0.56).

Table 9 presents the level of active engagement in Physical Education in terms of Involvement. The results indicate that all statements were rated Strongly Agree in which most

students experienced a sensed of contribution whenever they share ideas and suggestions (M = 4.29, SD = 0.60). This pedagogical approach let them openly offer suggestions (M = 4.27, SD = 0.58) and improves their willingness to assist classmates who needs help (M = 4.28, SD = 0.57), also it helps students stay active and focused all throughout the group practice (M = 4.24, SD = 0.64) resulting to a sense of pride being part of the group performance (M = 4.42, SD = 0.58).

TABLE VIII. Level of active engagement in physical education of the students in terms of Enjoyment

STATEMENTS	MEAN	SD	REMARKS
Learning dance steps using the peer-led strategy is fun and exciting because I am learning with my peers.	4.37	0.60	Strongly Agree
The peer-led strategy made every moment with my peers in Physical Education class happier and livelier.	4.33	0.57	Strongly Agree
I felt a sense of satisfaction whenever I shared ideas and learned with my peers.	4.35	0.63	Strongly Agree
I often laughed and smiled because the peer-led strategy made our dance activities more enjoyable.	4.31	0.65	Strongly Agree
Learning Hip-hop dance becomes more entertaining and enjoyable through the peer-led strategy.	4.36	0.56	Strongly Agree
Weighted Mean	4.35		
SD	0.60		
Verbal Interpretation	Very High		

TABLE IX. Level of active engagement in physical education of the students in terms of Involvement

STATEMENT	MEAN	SD	REMARKS
The peer-led strategy gives me a sense of contribution to my group whenever I share my suggestions and ideas.	4.29	0.60	Strongly Agree
Through the peer-led strategy, I can openly offer suggestions for the dance routine that our group performs.	4.27	0.58	Strongly Agree
The peer-led strategy improves my willingness to assist classmates who need help during the activities.	4.28	0.57	Strongly Agree
The peer-led strategy helps me stay active and focused throughout our group practices.	4.24	0.64	Strongly Agree
The peer-led strategy makes me feel a sense of pride in being part of our group's performance.	4.42	0.58	Strongly Agree
Weighted Mean	4.30		
SD	0.60		
Verbal Interpretation	Very High		

Table 10 presents the level of students' performance in Physical Education in terms of performance tasks, showing the distribution of students across different performance categories along with the overall weighted mean and standard deviation.

The results show that most students, comprising 116 or 82.27%, achieved scores within the Outstanding (A) category, while 25 students or 17.73% attained the Proficient (B) level. No students were classified under the Developing (C), Beginning (D), or Poor (E) categories. The overall weighted mean of 21.90 with a standard deviation of 1.53 indicates an outstanding level of performance in physical education

performance tasks. This suggests that students consistently demonstrate strong mastery of skills, knowledge, and competencies required in performance-based physical education activities, reflecting effective engagement and successful task completion.

TABLE X. Level of performance in physical education of the students in terms of Performance Task

LEGEND	FREQUENCY	PERCENTAGE	DESCRIPTIVE EQUIVALENT
21-25	116	82.27%	Outstanding (A)
16-20	25	17.73%	Proficient (B)
11-15	0	0.00%	Developing (C)
5-10	0	0.00%	Beginning (D)
0-4	0	0.00%	Poor (E)
Total	141	100%	
Weighted Mean			21.90
SD			1.53
Verbal Interpretation			Outstanding

The findings reveal that students exhibit an excellent level of achievement in physical education performance tasks, as evidenced by the dominance of outstanding ratings and the very high overall performance level. This implies that students are highly capable of meeting and exceeding expected standards, highlighting the effectiveness of instructional approaches and learning experiences in promoting skill development and active participation in physical education.

TABLE XI. Significant relationship between the level of peer-Led strategy and active engagement of the students

Peer-led strategy		Active engagement			
		Motivation	Participation	Enjoyment	Involvement
Leadership	Pearson Correlation	.432**	.321**	.387**	.529**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	141	141	141	141
Collaboration	Pearson Correlation	.492**	.310**	.490**	.596**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	141	141	141	141
Relatability	Pearson Correlation	.538**	.408**	.590**	.683**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	141	141	141	141
Structured Support	Pearson Correlation	.340**	.456**	.447**	.695**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	141	141	141	141
Interaction	Pearson Correlation	.619**	.391**	.557**	.775**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	141	141	141	141

Table 11 shows the significant relationship between peer-led strategy and students' active engagement in terms of motivation, participation, enjoyment, and involvement. The results implied that all components of peer-led strategy have significant positive relationships with students' active engagement ($p < .001$). Leadership demonstrates moderate positive correlations with motivation ($r = .432$), participation ($r = .321$), enjoyment ($r = .387$), and involvement ($r = .529$). Likewise, Collaboration also shows moderate positive relationships with motivation ($r = .492$), participation ($r =$

.310), and enjoyment ($r = .490$), and a moderately strong relationship with involvement ($r = .596$).

On the other hand, Relatability exhibits moderate to strong positive correlations with motivation ($r = .538$), participation ($r = .408$), enjoyment ($r = .590$), and involvement ($r = .683$) while Structured support presents moderate positive relationships with motivation ($r = .340$), participation ($r = .456$), and enjoyment ($r = .447$), and a strong relationship with involvement ($r = .695$). Interaction shows moderate to very strong positive correlations with motivation ($r = .619$), participation ($r = .391$), enjoyment ($r = .557$), and involvement ($r = .775$).

Table 12 presents the regression analysis examining the influence of peer-led strategy on students' performance in Physical Education, particularly leadership, collaboration, relatability, structured support, and interaction as predictors of performance.

The ANOVA results shows that the regression model is statistically significant ($F = 3.626$, $p = .004$), indicating that the combined peer-led strategy variables significantly predict students' performance in Physical Education. This implies that peer-led strategy, as a whole, has a meaningful influence on student performance.

TABLE XII. Regression Analysis between the Peer-Led Strategy and performance in Physical Education of the students

a. Dependent Variable: PERFORMANCE						
ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	38.670	5	7.734	3.626	.004 ^b
	Residual	287.940	135	2.133		
	Total	326.610	140			
a. Dependent Variable: PERFORMANCE						
b. Predictors: (Constant), , Interaction, Structured Support, Leadership, Relatability, Collaboration						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.863	1.587		12.519	.000
	Leadership	.403	.334	.128	1.209	.229
	Collaboration	-.797	.443	-.207	-1.800	.074
	Relatability	1.385	.387	.404	3.576	.000*
	Structures Support	-.671	.350	-.197	-1.920	.057
	Interaction	.203	.345	.060	.589	.557

Among the predictors, relatability came out as a significant factor ($\beta = .404$, $t = 3.576$, $p < .001$), indicating that higher levels of peer relatability are associated with improved student performance. Meanwhile, Leadership ($\beta = .128$, $p = .229$), collaboration ($\beta = -.207$, $p = .074$), structured support ($\beta = -.197$, $p = .057$), and interaction ($\beta = .060$, $p = .557$) were not found to be significant predictors of performance. However, collaboration and structured support showed near-significant relationships, suggesting potential influence that may become significant with a larger sample size or longer implementation of peer-led strategies.

IV. CONCLUSION

“There is no significant relationship between the Peer-Led Strategy and active engagement of Physical Education students” is hereby rejected. And “There is no significant effect between the Peer-Led Strategy and performance of Physical Education students” is hereby rejected.

V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations were given: (1) teachers are encouraged to give students opportunities to take on leadership roles during activities. Allowing them to lead does not only strengthen their self-confidence but also helps them develop a sense of responsibility as they guide and support their classmates. In this way, students grow not just academically, but also in terms of leadership and teamwork skills. (2) Collaboration was shown to increase engagement and participation. PE lessons should continue to include group activities where students can work together, share ideas, and support one another, giving every student a chance to contribute. (3) Relatability was a key factor in improving student performance. Pairing students strategically and promoting peer guidance can help learners feel more comfortable, ask questions freely, and understand instructions better. (4) Teachers should provide structured support through well-organized instruction, clear demonstrations, and regular feedback to improve student performance. (5) Peer interaction strengthens social skills, confidence, and understanding. Teachers should create more opportunities for students to talk, practice, and collaborate, making PE classes more engaging and enjoyable. (6) A peer-led strategy instructional guide should be developed to guide teachers in implementing the strategy effectively, including safety guidelines, inclusion strategies, and positive classroom practices. (7) Future researchers are encouraged to conduct further studies to explore the long-term effects of peer-led strategies on students’ engagement and performance in different learning contexts.

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