

Pedagogical Practices of Physical Education Teachers on the Engagement and Skills Development of Learners

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Abstract — This study refers to pedagogical practices of Physical Education teachers on the engagement and skills development of learners. Teaching in schools is a dynamic process. Physical Education have different pedagogical practices in conjunction with engagement and skill development of learners within the field. The main purpose of this study is to determine level of pedagogical practices of Physical Education teachers, level of engagement and level of skill development of learners. The research also explores into investigating the significant relationship between pedagogical practices of Physical Education teachers to engagement and skill development of learners.

The study employed descriptive research. Purposive sampling technique was used to one hundred twenty (120) selected students in District of Laguna. Descriptive and inferential statistics, including weighted mean, standard deviation and Pearson r Coefficient is used in this study. A self-made questionnaire was used as a research instrument in data gathering.

The level of pedagogical practices of Physical Education teachers is very high practices. In addition, level of engagement of learners is also very high engagement. Furthermore, level of skill development of learners is also very high development. A notable relation between the pedagogical practices of Physical Education Teachers and engagement of the student is observed. Lastly the relation between pedagogical practices and skill development of learners is also observed.

After completing the research, significant relationship between Pedagogical Practices of Physical Education Teachers and engagement of the student was noted. Thus, the hypothesis is rejected. This implies that Physical Education teachers' way of practices consistently utilized technology, identify strengths, progressively develop the skills of students, make learning engaging and lessons are structured to achieve clear outcomes. Pedagogical Practices and skill development of learners was also noted, hereby the hypothesis is rejected. This implies that Physical Education teachers' way of practices can develop and improve students' performances by applying strategies, can help students more focused and energized, can foster inclusivity, and encourage students think flexibly.

Based on the findings and conclusions, the following recommendations were set forth. The researcher recommended that the school may continuously support teachers by providing the professional autonomy to take calculated instructional risks ensures that high-level engagement and skill development remain sustainable long-term goals rather than temporary achievements.

Keywords — Pedagogical practices, engagement, skill development, P.E. Teachers, students

I. INTRODUCTION

In the Philippine educational landscape Physical Education (PE) is more than just physical activity, it is a vital educational component that shapes learners' motor development, social skills, motivation, self-esteem, and lifelong attitudes toward health and fitness. As enshrined in the 1987 Constitution, the State is mandated to promote physical education and encourage sports programs to foster self-discipline, teamwork, and excellence. With the recent implementation of the MATATAG Curriculum in 2024–2026, the focus of PE has shifted. It is no longer just about playing games; it is now a deliberate instructional tool aimed at developing physical literacy and lifelong healthy habits among a generation increasingly affected by digital sedentary lifestyles.

The success of the mandate DepEd Order No. 010, s. 2024 rests heavily on the pedagogical practices of PE teachers. Despite the clear objectives of the Department of Education (DepEd), many schools in the Philippines face systemic hurdles that affect how PE is taught. When pedagogical practices are uninspired or purely rote-based, student engagement drops, and the development of skill also lowers down.

Physical Education teachers are an important human resource that propels the country's educational system. These days, teaching in schools is a dynamic process. There is a critical need to investigate how PE teachers adapt their teaching pedagogy to translate into the mastery of physical competencies required by the national standards.

Teachers in the field of education, especially those with specializations in Physical Education have different pedagogical practices. The distinct practices by PE teachers, in conjunction with engagement and skill development of learners within the field, underscore the necessity of a thorough comprehension of what pedagogical practices do learners need to attain engagement and skills development.

Engagement is the multidimensional involvement of a student in the learning process. It is the spark that transforms a mandatory drill into a meaningful experience. While engagement provides the motivation, skill development provides the competence. Skill development is not just about mastering a specific sport but about the acquisition of motor competence and physical literacy.

II. METHODOLOGY

The researcher used the descriptive method of research to determine the level of Pedagogical Practices of Physical Education Teachers, level of Engagement of learners, level of Skill Development of learners and its relationship to Pedagogical Practices of Physical Education Teachers and engagement of the student and significant relationship between Pedagogical Practices and skill development of learners as evaluated by the selected learners of Laguna.

Quantitative research design is a strategy that, according to Hancock et. al. (2019), establishes the framework for integrating all aspects of quantitative research in order to produce results that are as reliable, unbiased, and generalizable as possible. Additionally, descriptive research design is described by Bloomfield and Fisher (2019) as a way of exploring existing events with great accuracy and documenting precisely what researchers have found.

The purpose of descriptive research is to determine the level of Pedagogical Practices of Physical Education Teachers by the selected learners of Laguna that will be rated in terms of technology Integration, reflective, skill progression, outdoor education and course curricula's integration; level of Engagement of learners in terms of participation, pride, pro-activity, passion and perseverance and playfulness; and the level of Skill Development of learners in terms of creativity, problem solving, stress management, empathy and adaptability.

The researcher also utilized interviews for the qualitative interpretation of the study leadership practices and professional development among teachers and their satisfaction. In connection with this, the researcher developed a questionnaire to collect necessary data and information, along with semi-structured interview questions. These instruments underwent validation by experts from Laguna primarily validated by selected Head Teacher of MAPEH in Laguna.

III. RESULT AND DISCUSSION

TABLE I. Level of Pedagogical Practices of Physical Education Teachers in terms of Technology Integration

Statements	Mean	SD	Remarks
The P.E. teacher uses technology (videos, apps, or online platforms) to explain exercises.	4.61	0.60	Strongly Agree
Technology is used to provide feedback on my performance.	4.46	0.68	Strongly Agree
Digital tools enhance my understanding of P.E. activities.	4.28	0.78	Strongly Agree
Online resources are integrated to support practice outside the classroom.	4.29	0.79	Strongly Agree
Technology makes lessons more engaging and interactive.	4.49	0.65	Strongly Agree
Weighted Mean	4.43		
SD	0.71		
Verbal Interpretation	Very High Practices		

Table 1 shows the level of pedagogical practices of Physical Education teachers in terms of Technology Integration. All of the respondents responded as Strongly Agree that the P.E. teacher uses technology (videos, apps, or

online platforms) to explain exercises (M=4.61, SD=0.60), followed by technology making lessons more engaging and interactive (M=4.49, SD=0.65), also they spend time using technology to provide feedback on performance (M=4.46, SD=0.68), and integrating online resources to support practice outside the classroom (M=4.29, SD=0.79), indicating a Very High Practice respectively.

TABLE II. Level of Pedagogical Practices of Physical Education Teachers in terms of Reflective

Statements	Mean	SD	Remarks
The teacher encourages reflection on my performance after each activity.	4.49	0.71	Strongly Agree
I identify strengths and areas for improvement through reflection.	4.49	0.61	Strongly Agree
Reflection helps me set personal goals in P.E.	4.48	0.74	Strongly Agree
Self-assessment is incorporated regularly in P.E. classes.	4.38	0.71	Strongly Agree
I am guided to think about how I can improve my skills for future sessions	4.56	0.61	Strongly Agree
Weighted Mean	4.48		
SD	0.68		
Verbal Interpretation	Very High Practices		

Table 2 shows the level of pedagogical practices of Physical Education teachers in terms of Reflective Practices. All of the respondents responded as Strongly Agree that they are guided to think about how they can improve their skills for future sessions (M=4.56, SD=0.61), followed by the teacher encourages reflection on performance after each activity (M=4.49, SD=0.71) and identifying strengths and areas for improvement through reflection (M=4.49, SD=0.61), also they indicated that reflection helps in setting personal goals in P.E. (M=4.48, SD=0.74), indicating a Very High Practice respectively.

TABLE III. Level of Pedagogical Practices of Physical Education Teachers in terms of Skill Progression

Statements	Mean	SD	Remarks
Lessons are structured to progressively develop my skills.	4.62	0.56	Strongly Agree
The teacher moves from simple to complex exercises effectively.	4.38	0.72	Strongly Agree
I can track my skill improvements over time.	4.26	0.74	Strongly Agree
The teacher provides guidance appropriate to my skill level.	4.43	0.74	Strongly Agree
My skill development is monitored and assessed regularly.	4.34	0.78	Strongly Agree
Weighted Mean	4.41		
SD	0.72		
Verbal Interpretation	Very High Practices		

Table 3 shows the level of pedagogical practices of Physical Education teachers in terms of Skill Progression. All of the respondents responded as Strongly Agree that lessons are structured to progressively develop their skills (M=4.62, SD=0.56), followed by the teacher provides guidance appropriate to their skill level (M=4.43, SD=0.74), also the teacher moves from simple to complex exercises effectively (M=4.38, SD=0.72) and their skill development is monitored and assessed regularly (M=4.34, SD=0.78), indicating a Very High Practice respectively.

Table 4 shows the level of pedagogical practices of Physical Education teachers in terms of Outdoor Education. All of the respondents responded as Strongly Agree that outdoor exercises help them develop teamwork and cooperation (M=4.55, SD=0.66) and that outdoor activities are engaging and fun (M=4.55, SD=0.66), followed by feeling motivated during outdoor P.E. sessions (M=4.54, SD=0.65), also outdoor education allows for the practical application of skills (M=4.46, SD=0.72), indicating a Very High Practice respectively.

TABLE IV. Level of Pedagogical Practices of Physical Education Teachers in terms of Outdoor Education

Statements	Mean	SD	Remarks
The teacher includes outdoor activities to enhance learning.	4.42	0.90	Strongly Agree
Outdoor exercises help me develop teamwork and cooperation.	4.55	0.66	Strongly Agree
Outdoor activities are engaging and fun.	4.55	0.66	Strongly Agree
Outdoor education allows for the practical application of skills.	4.46	0.72	Strongly Agree
I feel motivated during outdoor P.E. sessions.	4.54	0.65	Strongly Agree
Weighted Mean	4.50		
SD	0.72		
Verbal Interpretation	Very High Practices		

TABLE V. Level of Pedagogical Practices of Physical Education Teachers in terms of Course Curricula's Integration

Statements	Mean	SD	Remarks
Lessons align with the P.E. curriculum objectives.	4.42	0.78	Strongly Agree
Activities connect theory and practice effectively.	4.43	0.66	Strongly Agree
Knowledge from other subjects is integrated into P.E. lessons.	4.28	0.71	Strongly Agree
Curriculum content is presented in a way that supports skill development.	4.44	0.67	Strongly Agree
Lessons are structured to achieve clear learning outcomes.	4.49	0.66	Strongly Agree
Weighted Mean	4.41		
SD	0.70		
Verbal Interpretation	Very High Practices		

Table 5 shows the level of pedagogical practices of Physical Education teachers in terms of Course Curricula's Integration. All of the respondents responded as Strongly Agree that lessons are structured to achieve clear learning outcomes (M=4.49, SD=0.66), followed by curriculum content being presented in a way that supports skill development (M=4.44, SD=0.67), also activities connect theory and practice effectively (M=4.43, SD=0.66) and lessons align with the P.E. curriculum objectives (M=4.42, SD=0.78), indicating a Very High Practice respectively.

Table 6 shows the level of engagement of learners in terms of Participation. All of the respondents responded as Strongly Agree that the teacher encourages all students to participate in every activity (M=4.62, SD=0.60), followed by being provided opportunities to lead or assist in activities (M=4.47, SD=0.65), also participation in class activities is recognized and valued (M=4.44, SD=0.66) and they feel motivated to

actively join exercises and drills (M=4.40, SD=0.77), indicating a Very High Engagement respectively.

TABLE VI. Level of Engagement of Learners in terms of Participation

Statements	Mean	SD	Remarks
The teacher encourages all students to participate in every activity.	4.62	0.60	Strongly Agree
I feel motivated to actively join exercises and drills.	4.40	0.77	Strongly Agree
Participation in class activities is recognized and valued.	4.44	0.66	Strongly Agree
Group activities foster my involvement and cooperation.	4.28	0.77	Strongly Agree
I am provided opportunities to lead or assist in activities.	4.47	0.65	Strongly Agree
Weighted Mean	4.44		
SD	0.70		
Verbal Interpretation	Very High Engagement		

TABLE VII. Level of Engagement of Learners in terms of Pride

Statements	Mean	SD	Remarks
I feel proud when I accomplish exercises correctly.	4.65	0.55	Strongly Agree
The teacher recognizes my efforts and achievements.	4.38	0.84	Strongly Agree
P.E. lessons boost my confidence and self-esteem.	4.38	0.75	Strongly Agree
Personal and group achievements are celebrated.	4.36	0.82	Strongly Agree
Success in activities motivates me to continue learning.	4.55	0.65	Strongly Agree
Weighted Mean	4.46		
SD	0.74		
Verbal Interpretation	Very High Engagement		

Table 7 shows the level of engagement of learners in terms of Pride. All of the respondents responded as Strongly Agree that they feel proud when they accomplish exercises correctly (M=4.65, SD=0.55), followed by success in activities motivating them to continue learning (M=4.55, SD=0.65), also the teacher recognizes their efforts and achievements (M=4.38, SD=0.84) and P.E. lessons boosting their confidence and self-esteem (M=4.38, SD=0.75), indicating a Very High Engagement respectively.

TABLE VIII. Level of Engagement of Learners in terms of Pro-activity

Statements	Mean	SD	Remarks
I am encouraged to take initiative in learning new skills.	4.62	0.59	Strongly Agree
The teacher allows me to explore alternative ways to perform exercises.	4.39	0.72	Strongly Agree
I am motivated to practice skills outside of class.	4.43	0.69	Strongly Agree
I actively seek ways to improve my performance.	4.42	0.72	Strongly Agree
I take responsibility for my learning in P.E. classes.	4.48	0.77	Strongly Agree
Weighted Mean	4.47		
SD	0.70		
Verbal Interpretation	Very High Engagement		

Table 8 shows the level of engagement of learners in terms of Pro-activity. All of the respondents responded as Strongly Agree that they are encouraged to take initiative in learning new skills (M=4.62, SD=0.59), followed by taking responsibility for their learning in P.E. classes (M=4.48,

SD=0.77), also they are motivated to practice skills outside of class (M=4.43, SD=0.69) and actively seek ways to improve their performance (M=4.42, SD=0.72), indicating a Very High Engagement respectively.

TABLE IX. Level of Engagement of Learners in terms of Passion and Perseverance

Statements	Mean	SD	Remarks
The teacher inspires enthusiasm for physical activities.	4.48	0.74	Strongly Agree
I am encouraged to persist despite challenges.	4.38	0.61	Strongly Agree
Lessons promote dedication to mastering skills.	4.52	0.65	Strongly Agree
I feel motivated to complete challenging exercises.	4.47	0.67	Strongly Agree
Perseverance is emphasized in achieving skill mastery.	4.50	0.66	Strongly Agree
Weighted Mean	4.47		
SD	0.67		
Verbal Interpretation	Very High Engagement		

Table 9 shows the level of engagement of learners in terms of Passion and Perseverance. All of the respondents responded as Strongly Agree that lessons promote dedication to mastering skills (M=4.52, SD=0.65), followed by perseverance being emphasized in achieving skill mastery (M=4.50, SD=0.66), also the teacher inspires enthusiasm for physical activities (M=4.48, SD=0.74) and they feel motivated to complete challenging exercises (M=4.47, SD=0.67), indicating a Very High Engagement respectively.

TABLE X. Level of Engagement of Learners in terms of Playfulness

Statements	Mean	SD	Remarks
Fun and creative activities are incorporated into lessons.	4.55	0.66	Strongly Agree
Playful exercises make learning enjoyable.	4.47	0.61	Strongly Agree
Games and challenges enhance engagement.	4.48	0.68	Strongly Agree
Humor and enjoyment are part of P.E. lessons.	4.43	0.67	Strongly Agree
Playfulness encourages active participation from all students.	4.52	0.66	Strongly Agree
Weighted Mean	4.49		
SD	0.66		
Verbal Interpretation	Very High Engagement		

Table 10 shows the level of engagement of learners in terms of Playfulness. All of the respondents responded as Strongly Agree that fun and creative activities are incorporated into lessons (M=4.55, SD=0.66), followed by playfulness encouraging active participation from all students (M=4.52, SD=0.66), also games and challenges enhance engagement (M=4.48, SD=0.68) and playful exercises make learning enjoyable (M=4.47, SD=0.61), indicating a Very High Engagement respectively.

Table 11 shows the level of skill development of learners in terms of Creativity. All of the respondents responded as Strongly Agree that they are encouraged to perform exercises or drills in creative ways (M=4.58, SD=0.59), followed by feeling motivated to experiment with new movements or approaches in class (M=4.55, SD=0.74), also they can develop

their own strategies to improve performance (M=4.42, SD=0.63) and creative thinking is integrated into games and activities (M=4.42, SD=0.66), indicating a Very High Development respectively.

TABLE XI Level of Skill Development of Learners in terms of Creativity

Statements	Mean	SD	Remarks
I am encouraged to perform exercises or drills in creative ways.	4.58	0.59	Strongly Agree
The teacher allows us to explore different techniques to achieve skills.	4.41	0.64	Strongly Agree
I can develop my own strategies to improve performance.	4.42	0.63	Strongly Agree
Creative thinking is integrated into games and activities.	4.42	0.66	Strongly Agree
I feel motivated to experiment with new movements or approaches in class.	4.55	0.74	Strongly Agree
Weighted Mean	4.47		
SD	0.66		
Verbal Interpretation	Very High Development		

TABLE XII. Level of Skill Development of Learners in terms of Problem Solving

Statements	Mean	SD	Remarks
P.E. activities require me to think critically to overcome challenges.	4.54	0.75	Strongly Agree
I am guided to find solutions when facing skill-based problems.	4.35	0.73	Strongly Agree
I can make decisions independently during exercises and games.	4.56	0.60	Strongly Agree
Problem-solving tasks help me improve my performance.	4.35	0.63	Strongly Agree
I can apply strategies learned in class to new situations or challenges.	4.58	0.65	Strongly Agree
Weighted Mean	4.48		
SD	0.68		
Verbal Interpretation	Very High Development		

Table 12 shows the level of skill development of learners in terms of Problem Solving. All of the respondents responded as Strongly Agree that they can apply strategies learned in class to new situations or challenges (M=4.58, SD=0.65), followed by being able to make decisions independently during exercises and games (M=4.56, SD=0.60), also P.E. activities require them to think critically to overcome challenges (M=4.54, SD=0.75) and they are guided to find solutions when facing skill-based problems (M=4.35, SD=0.73), indicating a Very High Development respectively.

Table 13 shows the level of skill development of learners in terms of Stress Management. All of the respondents responded as Strongly Agree that P.E. lessons help them manage stress effectively (M=4.62, SD=0.56), followed by P.E. sessions helping them feel more focused and energized (M=4.58, SD=0.63), also the teacher creates a supportive environment that reduces anxiety (M=4.45, SD=0.67) and they can cope with challenges in class calmly (M=4.37, SD=0.78), indicating a Very High Development respectively.

Table 14 shows the level of skill development of learners in terms of Empathy. All of the respondents responded as Strongly Agree that they are encouraged to cooperate and support their classmates (M=4.56, SD=0.67), followed by the teacher fostering a caring and inclusive environment in class

(M=4.50, SD=0.72), also team activities promote understanding and respect among students (M=4.46, SD=0.64) and they feel motivated to help classmates who are struggling with skills (M=4.41, SD=0.64), indicating a Very High Development respectively.

TABLE XIII. Level of Skill Development of Learners in terms of Stress Management

Statements	Mean	SD	Remarks
<i>P.E. lessons help me manage stress effectively.</i>	4.62	0.56	Strongly Agree
<i>Physical activities make me feel relaxed and refreshed.</i>	4.33	0.77	Strongly Agree
<i>The teacher creates a supportive environment that reduces anxiety.</i>	4.45	0.67	Strongly Agree
<i>I can cope with challenges in class calmly.</i>	4.37	0.78	Strongly Agree
<i>P.E. sessions help me feel more focused and energized.</i>	4.58	0.63	Strongly Agree
Weighted Mean	4.47		
SD	0.70		
Verbal Interpretation	Very High Development		

TABLE XIV. Level of Skill Development of Learners in terms of Empathy

Statements	Mean	SD	Remarks
<i>I am encouraged to cooperate and support my classmates.</i>	4.56	0.67	Strongly Agree
<i>I consider others' abilities and limitations during activities.</i>	4.37	0.71	Strongly Agree
<i>Team activities promote understanding and respect among students.</i>	4.46	0.64	Strongly Agree
<i>I feel motivated to help classmates who are struggling with skills.</i>	4.41	0.64	Strongly Agree
<i>The teacher fosters a caring and inclusive environment in class.</i>	4.50	0.72	Strongly Agree
Weighted Mean	4.46		
SD	0.68		
Verbal Interpretation	Very High Development		

Table 15 shows the level of skill development of learners in terms of Adaptability. All of the respondents responded as Strongly Agree that they learn to adjust to different exercises and activities (M=4.59, SD=0.59), followed by being able to modify their approach to improve performance when needed (M=4.55, SD=0.67), also they are encouraged to think flexibly when facing challenges (M=4.47, SD=0.62) and adapting well to varying group dynamics during class activities (M=4.46, SD=0.62), indicating a Very High Development respectively.

TABLE XV. Level of Skill Development of Learners in terms of Adaptability

Statements	Mean	SD	Remarks
<i>I learn to adjust to different exercises and activities.</i>	4.59	0.59	Strongly Agree
<i>I can cope with changes in lesson plans or drills.</i>	4.42	0.66	Strongly Agree
<i>I adapt well to varying group dynamics during class activities.</i>	4.46	0.62	Strongly Agree
<i>I am encouraged to think flexibly when facing challenges.</i>	4.47	0.62	Strongly Agree
<i>I can modify my approach to improve performance when needed.</i>	4.55	0.67	Strongly Agree
Weighted Mean	4.50		
SD	0.64		
Verbal Interpretation	Very High Development		

TABLE XVI. Significant relationship between Pedagogical Practices of Physical Education Teachers and Engagement of the Learners

Pedagogical Practices		Engagement				
		Participation	Pride	Pro-activity	Passion and perseverance	Playfulness
Technology integration	Pearson Correlation	.623***	.553***	.550***	.587***	.587***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	130	130	130	130	130
Reflective	Pearson Correlation	.621***	.593***	.614***	.645***	.597***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	130	130	130	130	130
Skill progression	Pearson Correlation	.642***	.605***	.632***	.653***	.589***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	130	130	130	130	130
Outdoor education	Pearson Correlation	.613***	.540***	.556***	.504***	.594***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	130	130	130	130	130
Course curricula's integration	Pearson Correlation	.698***	.610***	.706***	.655***	.584***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	130	130	130	130	130

Note: *p<.05, **p<.01, ***p<.001

Table 16 presents the test of significant relationship between the pedagogical practices of Physical Education teachers and learners' engagement across five dimensions.

The results indicate that all dimensions of pedagogical practices in terms of technology integration, reflective practices, skill progression, outdoor education, and course curricula integration show statistically significant positive relationships with all aspects of learner engagement. The correlations range from moderate to strong, with all p<0.001. Among the practices, course curricula integration and skill progression exhibit some of the strongest associations across multiple engagement domains, particularly in participation, pro-activity, and passion and perseverance. These findings imply that when Physical Education teachers systematically integrate curriculum content, design progressive skill-based activities, incorporate reflection, and utilize technology and outdoor experience.

Table 17 presents the test of significant relationship between pedagogical practices and learners' skill development across five domains. Using Pearson Product-Moment Correlation with 130 respondents, the analysis examined whether various instructional approaches are significantly associated with the development of essential learner skills.

TABLE XVII. Significant relationship between Pedagogical Practices and Skill Development of Learners

Pedagogical Practices		Skill Development				
		Creativity	Problem solving	Stress management	Empathy	Adaptability
Technology integration	Pearson Correlation	.627***	.610***	.690***	.559***	.617***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	130	130	130	130	130
Reflective	Pearson Correlation	.631***	.618***	.659***	.595***	.683***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	130	130	130	130	130
Skill progression	Pearson Correlation	.636***	.560***	.644***	.595***	.654***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	130	130	130	130	130
Outdoor education	Pearson Correlation	.570***	.561***	.663***	.588***	.610***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	130	130	130	130	130
Course curricula's integration	Pearson Correlation	.697***	.563***	.648***	.575***	.671***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	130	130	130	130	130

Note: *p<.05, **p<.01, ***p<.001

The results reveal that all dimensions of pedagogical practices in terms technology integration, reflective practices, skill progression, outdoor education, and course curricula integration show statistically significant positive relationships

with all areas of skill development. The correlations range from moderate to strong, and all probability values are $p < 0.001$. Among the practices, course curricula integration, reflective practices, and skill progression demonstrate particularly strong associations across multiple skill domains. These findings imply that when teachers integrate technology effectively, encourage reflection, design progressive skill-building activities, utilize experiential outdoor learning, and align course content holistically, learners are more likely to develop higher creativity, enhanced problem-solving ability, better stress management, stronger empathy, and improved adaptability.

IV. CONCLUSION

“There is no significant relationship between Pedagogical Practices of Physical Education Teachers and engagement of the student was noted. Thus, the hypothesis is rejected. And “There is no significant relationship between Pedagogical Practices and skill development of learners was also noted. Thus, the hypothesis is rejected.

V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations were given: (1) The researcher recommended that the school head may continuously support teachers by providing the professional autonomy to take calculated instructional risks ensures that high-level engagement and skill development remain sustainable long-term goals rather than temporary achievements. (2) The researcher recommended that teachers may continuously incorporate pedagogical practices by integrating technology, monitoring, and assessing the student’s development progressively, includes engaging activities while ensuring that lessons are aligned to learning outcomes. (3) The researcher recommended that teacher may constantly encourage students to participate in every activity, recognize and motivates students by boosting self-esteem, initiate exploration to improve performance and inspire students through persistence mastery while incorporating creative activities into lesson. (4) The researcher recommended that teacher may regularly focus on encouraging students to think creatively and critically to overcome challenges, manage stress, cooperate with others while promoting respect and adapt well to varying group dynamics. And (5) Future researchers may make use of this study to enhance their readings of corresponding work, which could support the current research initiative's conclusions even more.

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