International Journal of Multidisciplinary Research and Publications
ISSN (Online): 2581-6187

Integrative Physical Education Methods and Their Influence on Skill Development and Lifelong Fitness Habits Among Diverse Grade 9 Learners

Paul Evan G. Mornaol[1], Freddie S. Javiña[2]
[1, 2]Laguna State Polytechnic University, Philippines
Email address: paulevan.mornaol@deped.gov.ph / freddie.javina@lspu.edu.ph

Abstract— *This study determined the relationship between integrative physical education methods in fostering students' skill development and lifelong fitness habits across diverse learners in physical education of Grade 9. Specifically, it aimed to determine the level of Integrative Physical Education Methods in terms of movement integrated instruction, skill progression pedagogy, cooperative learning and game-based learning, the level of skill development in terms of: adaptability skills, fundamental motor skills, self-monitoring skills and tactical skills, the level of lifelong fitness habits, self- efficacy, social fitness, self – esteem and coping mechanism, the significant relationship between the integrative physical education methods and level of skill development and the significant relationship between integrative physical education methods and level of lifelong fitness habits.*

This research used a descriptive research design to examine how effective Integrative Physical Education Methods are in promoting skill development and lifelong fitness habits among diverse Grade 9 learners. The study also employed a survey questionnaire as the primary instrument for data collection. The respondents consisted of 153 selected MAPEH learners from District 5 in the Division of the City of San Pedro.

The findings suggest that integrative physical methods play a critical role in promoting students' confidence, social skills, and attitudes toward lifelong fitness, even if they do not directly predict variations in skill development. Incorporating structured skill progression, movement-based instruction, collaboration, and game-based activities enhances both engagement and holistic growth among Grade 9 Physical Education students. The results indicate that students report very high levels of all integrative physical methods. Movement-integrated instruction enhances understanding, engagement, enjoyment, and memory of lessons. Skill progression pedagogy fosters confidence, mastery of complex skills, and tracking of personal improvement. Cooperative learning improves teamwork, communication, and collaborative problem-solving, while game-based learning increases motivation, participation, and enjoyment. These findings suggest that integrative physical methods create a dynamic learning environment that promotes both active participation and skill acquisition.

The study recommends that teachers are encouraged to sustain the use of interactive and learner-centered approaches such as movement-based instruction, cooperative learning, and game-based strategies, while ensuring lessons are responsive to learners' needs and supported by meaningful feedback and reflection activities. Students are advised to actively engage in Physical Education activities, practice self-discipline, collaborate effectively with peers, and consistently apply healthy lifestyle practices beyond the school setting. Additionally, future researchers are encouraged to investigate other factors that may influence skill development.

Keywords— *Integrative physical education methods, skill development, lifelong fitness habits, diverse learners*

I. INTRODUCTION

Physical Education (PE) is important in shaping students' physical, cognitive, and social-emotional development that goes beyond just physical skills. It also promotes values, attitudes, and habits that are necessary for overall well-being (Dudley et al., 2022). In education, Physical education is not just a recreational activity. It is a structured discipline that builds students' confidence, resilience, and ability to live healthy lives. For Grade 9 students, this stage of adolescence is crucial as physical and psychological development intersect, making Physical Education a key area for developing lifelong skills beyond the classroom (Jarvis & Rainer, 2025).

To meet the needs of different learners, schools are using integrative physical methods that mix various teaching strategies. Movement integrated instruction allows teachers to adapt activities based on students' readiness, interests, and abilities, Tomlinson (2017). In addition, this fosters learners' confidence, skill progression and lifelong fitness habits which helps them build mastery by gradually increasing task complexity.

More so, using integrative physical methods can help develop key skills necessary for Physical education students. Adaptability skills allow students to adjust their movements in different situations. Fundamental motor skills lay the groundwork for physical competence and sports participation showing confidence, Gallahue and Ozmun (2019).

Additionally, IPM such as cooperative and game-based strategies

Strengthen tactical skills, allowing students to apply what they learn in real-life situations mentioned by Light (2017). These skills contribute to students' growth not only physically but also mentally, preparing them for an active lifestyle

Integrative physical methods greatly influence the creation of lasting fitness habits. Self-efficacy, or the belief in one's ability to succeed in specific tasks, plays a crucial role in maintaining participation in physical activities (Bailey 2016). Coping strategies, such as resilience, help students manage stress and encourage active participation in daily activities, including physical activity (Gong et al., 2023).

For Grade 9 students, using these strategies can link immediate confidence, skill development and lifelong

Paul Evan G. Mornaol and Freddie S. Javiña, "Integrative Physical Education Methods and Their Influence on Skill Development and Lifelong Fitness Habits Among Diverse Grade 9 Learners," *International Journal of Multidisciplinary Research and Publications (IJMRAP),* Volume 8, Issue 12, pp. 521-528, 2026

behavior changes. The independent factors, represented by integrative physical methods, offer structured opportunities that cater to different learning styles and abilities. The dependent factors of skill development and lifelong fitness habits show the real benefits of these methods. By connecting teaching methods with desired outcomes, teachers can build a comprehensive and inclusive Physical education program that helps all learners, no matter their backgrounds or abilities.

This study aims to evaluate the influence of integrative physical methods such as differentiated strategies, skill progression pedagogy, technology-enhanced learning, and cooperative/game-based learning in boosting students' confidence, skill development, and lifelong fitness habits. By focusing on Grade 9 students in physical education, it emphasizes the relationship between innovative teaching methods and positive outcomes for learners. Ultimately, this research aims to strengthen evidence-based practices in Physical education and emphasizes the need for programs that promote adaptability, competence, self-regulation, and resilience among diverse learners.

II. METHODOLOGY

This study used a descriptive research design to examine how effective Integrative Physical Education Methods are in promoting skill development and lifelong fitness habits among Grade 9 learners.

According to McCombes (2023), descriptive research aims to accurately and systematically describe a population, situation, or phenomenon without manipulating variables. This approach is particularly useful for identifying characteristics, trends, and correlations within a specific context. In the context of this study, a descriptive research design is appropriate as it allows for systematic observation and documentation of Grade 9 students' experiences and outcomes resulting from the implementation of integrative physical methods in Physical Education. By focusing on what, when, where, and how students engage with these methods, the study aims to provide a comprehensive understanding of their impact on skill development and the establishment of lifelong fitness habits.

III. RESULT AND DISCUSSION

Table I. Level of Utilizing Integrative Physical Methods in Grade 9 PE students in terms of Movement Integrated Instruction

Statements	*Mean*	*SD*	*Remarks*
I connect Physical Education concepts with other school subjects through movement activities.	4.27	0.54	Strongly Agree
I learn more effectively when lessons incorporate physical activities.	4.29	0.52	Strongly Agree
I enjoy learning through movement-based instruction.	4.31	0.59	Strongly Agree
I remember concepts better when they are taught with movement integration.	4.37	0.55	Strongly Agree
I feel more engaged in class when lessons include physical activities.	4.36	0.53	Strongly Agree
Weighted Mean	4. 32		
SD	0. 55		
Verbal Interpretation	Very High		

Table 1 presents the level of utilizing Integrative Physical Methods among Grade 9 Physical Education students in terms of movement-integrated instruction.

The respondents strongly agreed that concepts are better remembered when they are taught through movement integration, with a mean of 4.37 and a standard deviation of 0.56. This suggests that students learn and retain lessons better when they are physically engaged in the activities, making movement-based instruction an effective approach in improving understanding and memory of concepts. They also agreed that Physical Education concepts can relate to other school subjects through movement activities, with a mean of 4.27 and a standard deviation of 0.54. Although this is still interpreted as strongly agree, it shows that linking PE with other subjects is slightly less emphasized compared to its impact on engagement and retention.

The overall weighted mean of 4.32 confirms that students perceive movement-integrated instruction as highly effective in enhancing engagement, enjoyment, understanding, and retention. This reflects that integrating movement into teaching practices positively influences both cognitive and affective learning domains.

The findings imply that movement-integrated instruction should be consistently applied in Physical Education as it significantly enhances student engagement, learning effectiveness, and memory retention. The high score in retention suggests that experiential learning through movement is a powerful instructional strategy. However, the relatively lower score in connecting concepts across subjects indicates a need for teachers to strengthen interdisciplinary integration, ensuring that movement activities explicitly link Physical Education with other academic areas.

Table 2 presents the level of utilizing Integrative Physical Methods among Grade 9 Physical Education students in terms of skill progression pedagogy.

Table II. Level of Utilizing Integrative Physical Methods in Grade 9 PE Students in terms of Skill Progression Pedagogy

Statements	*Mean*	*SD*	*Remarks*
I learn skills more effectively when they are taught step by step.	4.28	0.54	Strongly Agree
I master challenging movements through gradual skill progression.	4.22	0.49	Strongly Agree
I feel confident when skills are introduced from simple to complex.	4.27	0.50	Strongly Agree
I can track my personal improvement as my skills progress.	4.35	0.50	Strongly Agree
I prefer PE classes where skills are developed in stages.	4.34	0.49	Strongly Agree
Weighted Mean	4. 29		
SD	0. 51		
Verbal Interpretation	Very High		

The respondents strongly agreed that they can track their personal improvement as their skills progress with a mean of 4.35 and standard deviation of 0.50, indicating that skill progression pedagogy is highly effective in promoting self-awareness and reflective learning. This suggests that students can recognize their own development, which enhances motivation and supports continuous improvement. Meanwhile, the lowest mean was obtained from the statement that students

Paul Evan G. Mornaol and Freddie S. Javiña, "Integrative Physical Education Methods and Their Influence on Skill Development and Lifelong Fitness Habits Among Diverse Grade 9 Learners," *International Journal of Multidisciplinary Research and Publications (IJMRAP),* Volume 8, Issue 12, pp. 521-528, 2026

master challenging movements through gradual skill progression with the mean of 4.22 and standard deviation of 0.49. Although still interpreted as strongly agree, this implies that while skill progression is beneficial, some students may still have trouble in fully mastering complex movements, highlighting the need for more differentiated instruction or extended practice opportunities.

The overall weighted mean of 4.29 confirms that students perceive skill progression pedagogy as highly effective in enhancing confidence, learning efficiency, and skill development. It highlights that structured, sequential instruction supports both competence and engagement in Physical Education

Table III. Level of Utilizing Integrative Physical Methods in Grade 9 PE Students in terms of Cooperative Learning

Statements	*Mean*	*SD*	*Remarks*
I work with classmates to improve my performance in PE.	4.20	0.57	Agree
I cooperate in activities to develop teamwork and communication skills.	4.26	0.56	Strongly Agree
I feel more motivated when collaborating with my peers.	4.33	0.55	Strongly Agree
I actively share my ideas during group activities.	4.31	0.53	Strongly Agree
I enhance my learning experience in PE through group activities.	4.31	0.54	Strongly Agree
Weighted Mean *SD* *Verbal Interpretation*	4. 28 0. 55 Very High		

Table 3 presents the level of utilizing Integrative Physical Methods among Grade 9 Physical Education students in terms of cooperative learning.

The respondents strongly agreed that they feel more motivated when collaborating with their peers, which obtained the highest mean of 4.33 (SD = 0.55), indicating that peer collaboration plays a significant role in enhancing student motivation in Physical Education. On the other hand, the lowest mean was obtained from the statement "I work with classmates to improve my performance in PE," with a mean of 4.20 (SD = 0.57), although still interpreted as agree. This suggests that while students generally value collaboration, active cooperation specifically aimed at improving individual performance is slightly less emphasized compared to motivation, participation, and sharing of ideas.

The overall weighted mean of 4.28 confirms that cooperative learning is highly evident and effective in PE classes. Students benefit from teamwork, shared ideas, and social interaction, which all contribute to a more engaging and meaningful learning experience.

Table 4 presents the level of utilizing Integrative Physical Methods among Grade 9 Physical Education students in terms of game-based learning.

The respondents expressed their strong agreement that they are motivated to participate when PE lessons are game based with the mean of 4.32 and standard deviation of 0.52. This suggests that games are highly effective in increasing students' motivation and willingness to participate. When lessons are designed as games, students feel more excited and eager to join activities. The lowest mean obtained by the statements "participate during game-based activities make lessons more interactive" and "enthusiastic during class during games and make me more active" Although still strongly agree, this implies that while games are engaging, not all students consistently translate that engagement into active participation. Some may still need encouragement or structured roles to stay fully involved.

Table IV. Level of Utilizing Integrative Physical Methods in Grade 9 PE Students in terms of Game Based Learning

Statements	*Mean*	*SD*	*Remarks*
I enjoy PE more when learning is done through games.	4.28	0.54	Strongly Agree
I participate during game-based activities to make lessons more interactive.	4.25	0.53	Strongly Agree
I learn better when concepts are taught through games.	4.28	0.56	Strongly Agree
I feel enthusiastic during class during Games and make me more active	4.25	0.54	Strongly Agree
I am motivated to participate when PE lessons are game-based.	4.32	0.52	Strongly Agree
Weighted Mean *SD* *Verbal Interpretation*	4. 28 0. 54 Very High		

The overall weighted mean of 4.28 confirms that game-based learning is highly effective and well-received by students. It creates a fun and interactive learning environment that supports both enjoyment and skill development.

Table V. *Level of Skill Development of Grade 9 in terms of Adaptability Skills*

Statements	*Mean*	*SD*	*Remarks*
I can easily adjust to different physical activities.	3.86	0.63	Agree
I can learn new sports or games quickly.	3.75	0.57	Agree
I can handle changes in rules or situations during activities.	3.91	0.59	Agree
I can adapt to challenges in physical tasks.	3.96	0.56	Agree
I feel comfortable trying unfamiliar activities.	3.90	0.55	Agree
Weighted Mean *SD* *Verbal Interpretation*	3. 88 0. 58 High		

Table 5 presents the level of skill development of Grade 9 students in terms of adaptability skills.

The results indicate that the highest-rated statement is that they can adapt to challenges in physical tasks with a mean of 3.96 and standard deviation of = 0.56, suggesting that students are particularly confident in managing difficulties during physical activities. On the other hand, the lowest mean obtained from that they can learn new sports or games quickly with a mean of 3.75 and standard deviation of 0.57, although it still falls within the "Agree" range, indicating that students may need slightly more support when acquiring new skills.

The overall weighted mean of 3.88 (SD = 0.58) with a verbal interpretation of "High" indicates that students generally demonstrate strong adaptability skills in Physical Education. This suggests that learners can adjust to different activities, rules, and challenges, reflecting a positive level of flexibility and readiness in engaging with diverse physical tasks.

Table 6 presents the level of skill development of Grade 9 students in terms of fundamental motor skills.

The findings reveal that the highest-rated statement is that they can control body movements in different exercises with the mean of 4.63, indicating that students perceive a very strong ability to regulate and coordinate their movements during physical activities. In contrast, the lowest-rated statement is that they can run, jump, and throw with good coordination with the mean of 4.29, although it still falls under the "Strongly Agree" category, suggesting that foundational movement skills are well-developed but slightly less pronounced compared to more refined motor control.

Table VI. Level of Skill Development of Grade 9 in terms of Fundamental Motor Skills

Statements	*Mean*	*SD*	*Remarks*
I can run, jump, and throw with good coordination.	4.29	0.50	Strongly Agree
I have developed balance and stability in activities.	4.31	0.51	Strongly Agree
I perform better in sports when I have knowledge in basic movements.	4.33	0.54	Strongly Agree
I can control body movements in different exercises.	4.63	4.05	Strongly Agree
I improved my motor skills because of PE classes.	4.34	0.53	Strongly Agree
Weighted Mean *SD* *Verbal Interpretation*	4. 38 1.87 Very High		

Overall, the results show a weighted mean of 4.38, interpreted as "Very High," which indicates that students demonstrate an excellent level of motor skill development. This suggests that Physical Education classes are highly effective in enhancing students' coordination, balance, control, and overall movement competence. The consistently high ratings across all indicators reflect that learners are not only acquiring basic movement skills but are also able to apply and refine them in different physical activities.

Table VII. Level of skill Development of Grade 9 in terms of Self-Monitoring Skills

Statements	*Mean*	*SD*	*Remarks*
I can assess my own performance during activities.	4.24	0.56	Strongly Agree
I can identify my strengths and weaknesses in PE	4.27	0.54	Strongly Agree
I set goals to improve my physical performance.	4.30	0.56	Strongly Agree
I can monitor my progress over time.	4.41	0.54	Strongly Agree
I take responsibility for improving my own skills.	4.39	0.53	Strongly Agree
Weighted Mean *SD* *Verbal Interpretation*	4. 32 0. 55 Very High		

Table 10 presents the level of skill development of Grade 9 students in terms of self-monitoring skills.

The results indicate that the highest-rated statement is that the respondents can monitor their progress over time with the mean of 4.41 and standard deviation of 0.54, reflecting that students are highly capable in tracking their development and growth in Physical Education. In contrast, the lowest-rated statement is that they can assess my own performance during activities with the mean of 4.24 and standard deviation of 0.56, although it still falls under the "Strongly Agree" category, showing that learners already possess a strong capacity for self-evaluation but may need further support in real-time assessment during activities.

The computed weighted mean of 4.32 (SD = 0.55), interpreted as "Very High," indicates that students demonstrate a high level of self-monitoring skills, highlighting their ability to reflect on, regulate, and take responsibility for their own performance.

Table VIII**.** Level of Skill Development of Grade 9 in terms of Tactical Skills

Statements	*Mean*	*SD*	*Remarks*
I can make quick decisions during games and activities.	4.14	0.59	Agree
I can apply strategies to win or succeed in a game.	4.23	0.60	Strongly Agree
I understand the importance of tactics in sports.	4.29	0.57	Strongly Agree
I can use tactics to adapt to my opponent's moves.	4.27	0.61	Strongly Agree
I can think critically during physical activities.	4.25	0.53	Strongly Agree
Weighted Mean *SD* *Verbal Interpretation*	4. 24 0. 58 Very High		

Table 8 presents the level of skill development of Grade 9 students in terms of tactical skills.

The results show that the highest-rated statement is that the respondents can understand the importance of tactics in sports with the mean of 4.29 and standard deviation of 0.57, indicating that students have a strong awareness of how strategies influence performance during games and activities. The lowest-rated statement is that they can make quick decisions during games and activities with the mean of 4.14 and standard deviation of 0.59, which, although interpreted as "Agree," suggests that decision-making under pressure is slightly less developed compared to their understanding and application of tactics.

The computed weighted mean of 4.24 (SD = 0.58), interpreted as "Very High," reflects that students demonstrate a high level of tactical skills, showing that they can think critically, apply strategies, and respond effectively in different physical activity situations.

Table IX. Level of Lifelong Fitness Habits across Diverse Learner in Physical Education in terms of Self- Efficacy

Statements	*Mean*	*SD*	*Remarks*
I believe I can perform physical activities successfully.	4.23	0.59	Strongly Agree
I feel confident in learning new physical skills.	4.24	0.57	Strongly Agree
I can overcome challenges in PE activities.	4.30	0.59	Strongly Agree
I trust in my ability to achieve fitness goals.	4.28	0.60	Strongly Agree
I believe I can maintain fitness habits outside school.	4.29	0.58	Strongly Agree
Weighted Mean *SD* *Verbal Interpretation*	4. 27 0. 59 Very High		

Paul Evan G. Mornaol and Freddie S. Javiña, "Integrative Physical Education Methods and Their Influence on Skill Development and Lifelong Fitness Habits Among Diverse Grade 9 Learners," *International Journal of Multidisciplinary Research and Publications (IJMRAP),* Volume 8, Issue 12, pp. 521-528, 2026

Table 12 presents the level of lifelong fitness habits among diverse Grade 9 learners in Physical Education in terms of self-efficacy.

The findings reveal that the highest-rated statement is that the respondents can overcome challenges in PE activities with the mean 4.30 and standard deviation of 0.59, indicating that students exhibit strong confidence when faced with difficulties in Physical Education tasks. In contrast, the lowest-rated statement is that the respondents believe that they can perform physical activities successfully with the mean of 4.23 and standard deviation of 0.59, although still interpreted as "Strongly Agree," suggesting that while students generally feel capable, their confidence in overall performance success is slightly less pronounced compared to their confidence in handling challenges.

The computed weighted mean of 4.27 (SD = 0.59), interpreted as "Very High," reflects that students demonstrate a strong level of self-efficacy, showing firm belief in their ability to perform, learn new skills, and maintain physical activity habits.

Table X. Level of Lifelong Fitness Habits across Diverse Learner in Physical Education in terms of Social Skill

Statements	*Mean*	*SD*	*Remarks*
I maintain positive interactions with my classmates during PE activities.	4.25	0.58	Strongly Agree
I motivate and encourage others to stay active during group exercises.	4.25	0.56	Strongly Agree
I demonstrate fairness, respect, and honesty when participating in physical activities.	4.24	0.55	Strongly Agree
I collaborate effectively with others to complete fitness tasks or challenges.	4.27	0.58	Strongly Agree
I build healthy relationships and support my peers during fitness or sports activities.	4.29	0.57	Strongly Agree
Weighted Mean *SD* *Verbal Interpretation*	4. 26 0. 57 Very High		

Table 10 presents the level of lifelong fitness habits among diverse Grade 9 learners in terms of social skills.

The highest-rated statement is that they can build healthy relationships and support my peers during fitness or sports activities with the mean of 4.29 and standard deviation of 0.57, indicates that students are highly capable of fostering positive relationships and offering peer support during physical tasks, highlighting PE's role in promoting empathy and camaraderie. In contrast, the lowest-rated statement is that they demonstrate fairness, respect, and honesty when participating in physical activities with the mean of 4.24 and standard deviation of 0.55 though still strongly agreed upon, suggests that ethical behaviors are slightly less emphasized, pointing to the need for stronger reinforcement of sportsmanship and integrity in activities.

The overall weighted mean of 4.26 and the standard deviation of 0.57 indicate a very high level of social skill. This means that students can interact positively, cooperating, and supporting their peers in Physical Education activities.

Table 11 presents the level of lifelong fitness habits among diverse Grade 9 learners in terms of self-esteem.

Table XI. Level of Lifelong Fitness Habits across Diverse learner in Physical Education in terms of Self – Esteem

Statements	*Mean*	*SD*	*Remarks*
I feel good about myself when I perform well in PE.	4.21	0.53	Strongly Agree
I build confidence in my abilities during PE class	4.25	0.55	Strongly Agree
I feel proud when I improve my performance.	4.28	0.58	Strongly Agree
I boost my self-worth during Physical activities.	4.33	0.56	Strongly Agree
I feel motivated because PE builds my self-confidence.	4.33	0.56	Strongly Agree
Weighted Mean *SD* *Verbal Interpretation*	4. 28 0. 56 Very High		

The highest-rated statements are shared by the statements "boost my self-worth during physical activities" and "I feel motivated because PE builds my self-confidence" with both mean of 4.33 and standard deviation 0.56. These results show that students not only gain confidence through participation but also internalize a sense of self-worth and motivation, indicating that PE serves as a meaningful space for enhancing students' self-perception. On the other hand, the lowest-rated statement is obtained by the statement "feel good about myself when I perform well in PE" with the mean of 4.21 standard deviation of 0.53, although it still falls within the "Strongly Agree" range. This implies that while performance contributes to positive feelings, students' confidence may be influenced by factors beyond performance alone, such as participation, effort, and social interaction. `

The overall weighted mean of 4.28 and the standard deviation of 0.56 indicate a very high level of self-esteem. This suggests that Physical Education contributes to students' confidence, pride, and motivation in their physical abilities

Table presents the level of lifelong fitness habits among diverse Grade 9 learners in terms of coping mechanism.

Table XII. Level of Lifelong Fitness Habits across Diverse Learner in Physical Education in terms of Coping Mechanism

Statements	*Mean*	*SD*	*Remarks*
I can handle stress during challenging activities.	3.92	0.66	Agree
I use physical activity to manage my emotions.	3.80	0.63	Agree
I stay calm under pressure in games and competitions.	4.03	0.71	Agree
I can recover from mistakes and try again.	4.10	0.60	Agree
I use coping skills to face difficulties in physical activities.	3.97	0.60	Agree
Weighted Mean *SD* *Verbal Interpretation*	3.96 0. 65 High		

The highest-rated statement is "can recover from mistakes and try again" with the mean of 4.10 and standard deviation of 0.60. This suggests that students show strong resilience in PE, particularly in their ability to bounce back from errors and persist in performing tasks. On the other hand, the lowest-rated statement is "use physical activity to manage my emotions*"* with the mean of 3.80 and standard deviation of 0.63. Although still interpreted as "Agree," this implies that

Paul Evan G. Mornaol and Freddie S. Javiña, "Integrative Physical Education Methods and Their Influence on Skill Development and Lifelong Fitness Habits Among Diverse Grade 9 Learners," *International Journal of Multidisciplinary Research and Publications (IJMRAP),* Volume 8, Issue 12, pp. 521-528, 2026

students are less consistent in using physical activity as a direct strategy for emotional regulation compared to other coping behaviors.

The overall weighted mean of 3.96 and the standard deviation of 0.65 indicate a high level of coping mechanism. This means that students are generally capable of managing stress, recovering from setbacks, and using physical activities to regulate emotions.

Table XIII. Significant Relationship Between the Extent Level of Utilizing Integrative Physical Methods and Perceived Level of Skill Development in Grade 9 Students

Integrative Physical Methods		Skill Development			
		Adaptability Skills	Fundamental Motor Skills	Self-Monitoring Skills	Tactical Skills
Movement Integrated Instruction	Pearson Correlation	0.004	0.084	0.036	-0.098
	Sig. (2-tailed)	0.961	0.303	0.660	0.230
	N	153	153	153	153
Skill Progression Pedagogy	Pearson Correlation	0.058	-0.066	-0.05	0.046
	Sig. (2-tailed)	0.474	0.420	0.537	0.574
	N	153	153	153	153
Cooperative Learning	Pearson Correlation	0.106	0.052	0.115	0.048
	Sig. (2-tailed)	0.193	0.524	0.156	0.555
	N	153	153	153	153
Game-Based Learning	Pearson Correlation	0.056	0.019	0.05	-0.085
	Sig. (2-tailed)	0.489	0.817	0.537	0.297
	N	153	153	153	153

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

Table 13 presents the significant relationship between the extent level of utilizing integrative physical methods and the perceived level of skill development among Grade 9 students. The Pearson Product–Moment Correlation Coefficient was used to determine the relationship between the variables, and the significance of the relationships was tested using the two-tailed probability test.

The results reveal that there are no significant relationships between the extent level of utilizing integrative physical methods and the different dimensions of skill development p>0.05. Although some correlations show slight positive and negative tendencies, these relationships are not statistically significant. The negative relationships observed in some variables means that the increase in certain instructional methods may not necessarily correspond to an increase in specific skill areas. This implies that other factors beyond the use of integrative physical methods may influence the development of students' physical and cognitive skills.

Findings indicate that the utilization of integrative physical methods does not show a significant relationship with the perceived level of skill development among Grade 9 students. This signify that while integrative teaching approaches may enhance engagement and learning experiences, their direct influence on adaptability, fundamental motor, self-monitoring, and tactical skills may be limited or influenced by other instructional, environmental, or individual factors.

Table XIV. Significant Relationship Between the Extent Level in Utilizing Integrative Physical Methods and Level of Lifelong Fitness Habits Across Diverse Learner in Physical Education of Grade 9 Students

Integrative Physical Methods		Lifelong Fitness Habits			
		Self-Efficacy	Social Fitness	Self-Esteem	Coping Mechanism
Movement Integrated Instruction	Pearson Correlation	.265**	.258**	0.028	0.146
	Sig. (2-tailed)	0.001	0.001	0.731	0.072
	N	153	153	153	153
Skill Progression Pedagogy	Pearson Correlation	.187*	0.093	.206*	0.119
	Sig. (2-tailed)	0.021	0.252	0.011	0.144
	N	153	153	153	153
Cooperative Learning	Pearson Correlation	0.017	.312***	0.022	0.127
	Sig. (2-tailed)	0.838	<0.001	0.790	0.119
	N	153	153	153	153
Game-Based Learning	Pearson Correlation	0.031	.201*	0.033	0.021
	Sig. (2-tailed)	0.702	0.013	0.682	0.799
	N	153	153	153	153

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

Table 14 presents the significant relationship between the extent level of utilizing integrative physical methods and the level of lifelong fitness habits across diverse learners in Physical Education among Grade 9 students. The Pearson Product–Moment Correlation Coefficient was used to determine the relationship between the variables, and the level of significance was tested using the two-tailed probability test.

The results reveal several significant relationships between integrative physical methods and lifelong fitness habits. Movement-integrated instruction shows a significant positive relationship with both self-efficacy and social fitness p<0.05. This means that incorporating movement into learning activities may help students develop greater confidence in their physical abilities and strengthen their social interaction in physical activity settings. Skill progression pedagogy also demonstrates a significant positive relationship with self-efficacy and self-esteem. P<0.05. This indicates that structured and progressive skill development in Physical Education may contribute to students' confidence in performing physical activities and enhance their positive perception of themselves. Cooperative learning shows a significant positive relationship with social fitness p<0.001. This finding implies that collaborative activities in Physical Education may help students build stronger interpersonal relationships and improve their ability to interact effectively in group-based physical activities. Similarly, game-based learning demonstrates a significant positive relationship with social fitness p<0.05. This emphasize that engaging students in structured games may encourage interaction, teamwork, and social participation, which are important components of developing lifelong fitness habits.

Paul Evan G. Mornaol and Freddie S. Javiña, "Integrative Physical Education Methods and Their Influence on Skill Development and Lifelong Fitness Habits Among Diverse Grade 9 Learners," *International Journal of Multidisciplinary Research and Publications (IJMRAP),* Volume 8, Issue 12, pp. 521-528, 2026

IV. Conclusion

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

Based on the findings of the study, there is no significant relationship between integrative physical education methods and level of skill development among diverse Grade 9 learners, is accepted. The results indicate that although students perceive high levels of skill development, the extent to which integrative physical methods are applied does not significantly influence their performance in adaptability, fundamental motor skills, self-monitoring, or tactical skills. This suggests that other factors beyond the teaching methods may contribute to students' skill development.

In contrast, there is no significant relationship between integrative physical education methods and level of lifelong fitness habits among diverse Grade 9 learners, is rejected. Certain integrative methods, such as movement-integrated instruction, skill progression, cooperative learning, and game-based learning, were found to positively influence students' self-efficacy, social skills, and self-esteem. These results indicate that these instructional strategies significantly contribute to fostering students' confidence, social interactions, and attitudes supportive of lifelong fitness habits.

V. Recommendation

Based on the drawn conclusions resulted to the following recommendations were given: (1) the researcher recommends that school administrators support Physical Education by providing teachers with regular training on effective and engaging teaching strategies. They should also ensure that schools have enough equipment, space, and time for PE classes. Promoting a school culture that values Physical Education is important. In addition, they should monitor students' progress not only in skills but also in confidence, social interaction, and overall well-being (2) the researcher recommends that teachers should continue using interactive and student-centered teaching methods because these help improve students' confidence and social skills. They should also adjust activities to meet the different needs of learners. Giving feedback and allowing students to reflect on their performance can help improve learning. Lessons should be enjoyable and meaningful to encourage students to stay active even outside school. (3) the researcher recommends that students should actively participate in Physical Education activities and be open to new learning experiences. They should practice self-discipline and monitor their own progress. Working with others can help build confidence and social skills. They should also apply what they learn in PE, like staying active and setting goals, in their daily lives. (4) the researcher recommends that future researchers should study other factors that may affect students' skill development, such as motivation and environment. They are also encouraged to use different research methods to better understand students' experiences. Studying the long-term effects of PE strategies and conducting research in different schools or groups can help improve future findings.

VI. References

[1] Adifa, F., & Amri, K. (2025). Improving Students' Social Skills through Collaborative-Based Physical Education Learning. *Siber International Journal of Sport Education*, *2*(2), 57–62. Retrieved from https://review.e siber.org/SIJSE/article/view/227

[2] Bailey, R. (2016). Physical education and sport in schools: A review of benefits and outcomes. *Journal of School Health*, *76*(8), 397–401 https://doi.org/10.1111/j.1746-1561.2006.00132.x

[3] Ball, D., Thames, M.H., & Phelps, G. (2018). Content knowledge for teaching: What makes it special? Journal of Teacher Education, 59(5), 389–407. https://doi.org/10.1177/0022487108324554

[4] Cardon, G. M., De Bourdeaudhuij, I. M. M. 2019. Physical education and physical activity in elementary schools in Flanders. European Journal of Physical Education, 7, 5–18. https://doi.org/10.1080/1740898020070102

[5] Casey, A., & Goodyear, V. A. (2022). Cooperative learning in Physical Education: A systematic review of its effects on social and affective outcomes. *European Physical Education Review*, 28(2), 456–472. https://doi.org/10.1177/1356336X211045678

[6] Cho, Kyuil,Emi Tsuda, Phillip Ward, and Won Seok Chey (2023) *Developing Adaptive Planning Skills by Preservice Physical Education Teachers*. Journal of Teaching in Physical Education, (Ahead of Print) https://doi.org/10.1123/jtpe.2023-0012 © 2023 Human Kinetics, Inc. ARTICLE First Published Online: Sept. 23, 2023 https://doi.org/10.1123/jtpe.2023-0012

[7] Drost, D. K., & Todorovich, J. R. (2017). *Perceived competence and skill development in physical education: The effect of teacher feedback*. Journal of Sports Science, 5(6), 291–304. https://doi.org/10.17265/2332-7839/2017.06.001

[8] Dudley, D., Mackenzie, E., Van Bergen, P., Cairney, J., & Barnett, L. (2022). *What drives quality physical education? A systematic review and meta-analysis of learning and development effects from physical education-based interventions*. Frontiers in Psychology, 13, 799330. https://doi.org/10.3389/fpsyg.2022.799330

[9] Dyson, B., & Casey, A. (2016). Cooperative learning in physical education. *Journal of Teaching in Physical Education, 35*(1), 30–41. https://doi.org/10.1123/jtpe.2015-0012

[10] Freeman M, Ayers C, Kondo K et al. Guided Imagery, Biofeedback, and Hypnosis: A Map of the Evidence. Department of Veterans Affairs (US); 2019. Accessed August 1, 2022. https://www.ncbi.nlm.nih.gov/books/NBK545738/

[11] Gallahue, D., & Ozmun, J. (2019). *Understanding motor development: Infants, children, adolescents, adults* (7th ed.). McGraw-Hill.

[12] Gao, Z., Lee, J. E., & Pope, Z. C. (2023). *Effects of self-efficacy on physical activity and exercise behavior: A systematic review and meta-analysis*. Journal of Sport and Health Science, 12(2), 123–135. https://doi.org/10.1016/j.jshs.2022.07.005

[13] Gong, Z., Wang, H., Zhong, M., et al. (2023) *College students' learning stress, psychological resilience and learning burnout: Status quo and coping strategies* Journal: BMC Psychiatry, 23, 389 DOI: https://doi.org/10.1186/s12888-023-04783-z

[14] Jarvis, S., & Rainer, P. (2025). *Enjoyment of physical education during transition to secondary school: links with attitudes, activity, and self-concept in adolescents*. Physical Education and Sport Pedagogy.https://doi.org/10.1080/2331186X.2025.2584915

[15] Kim JY, Cho SS, Kim KW. *Psychosocial factors and eating behaviors according to the stages of change in nutrition management among elementary and middle school athletes*. Nutr Res Pract. (2021) 15:732–46. doi: 10.4162/nrp.2021.15.6.732

[16] Lamb, R.L.; Annetta, L.; Firestone, J.; Etopio, E. *A Meta-Analysis with Examination of Moderators of Student Cognition, Affect, and Learning Outcomes While Using Serious Educational Games, Serious Games, and Simulations.* Comput. Hum. Behav. 2018, 80, 158–167 https://doi.org/10.1016/j.chb.2017.10.040

[17] Li, S., Wang, C., & Chen, X. (2024). *Effects of self-regulated learning and self-monitoring strategies on physical education performance and motivation*. Frontiers in Psychology, 15, 1347821. https://doi.org/10.3389/fpsyg.2024.1347821

[18] Light, R. L., & Harvey, S. (2017). *Positive pedagogy for sport coaching*. Sport, Education and Society, 22(2), 271–287. https://doi.org/10.1080/13573322.2015.1015977

[19] Liu, Y., Feng, Q., Tong, Y., & Guo, K. (2023). Effect of physical exercise on social adaptability of college students: Chain intermediary effect of social-emotional competency and self-esteem. *Frontiers inPsychology,14,1120925*.https://doi.org/10.3389/fpsyg.2023.1120925

[20] Lund, J., & Tannehill, D. (2021). Standards-based physical education curriculum development. *Jones & Bartlett Learning (3rd ed.).*

[21] McCombes, S. (2023, June 22). Descriptive research: Definition, types, methods & examples. Scribbr. https://www.scribbr.com/methodology/descriptive-research/

[22] Norris, E., van Steen, T., Direito, A., & Stamatakis, E. (2022). Physically active learning: A systematic review and meta-analysis of effects on cognition, academic performance, and physical activity. *Obesity Reviews, 23*(6), e13456. https://doi.org/10.1111/obr.13456

[23] Novichikhina, E. V., & Ulyanova, N. A. (2019). *New directions in the work on the discipline "Physical Culture and Sports" (elective) for students of a special medical group*. Modern Problems of Science and Education, 1. Retrieved from http://www.science-education.ru/ru/article/view?id=28513.

[24] Rivas, S. F., Saiz, C., & Ossa, C. (2022). *Metacognitive strategies and development of critical thinking in higher education*. Frontiers in Psychology, 13, 913219**.** https://doi.org/10.3389/fpsyg.2022.913219

[25] Sheard M, Golby J. *Effect of a psychological skills training program on swimming performance and positive psychological development*. Int J Sport Exerc Psychol. (2016) 4:149–69. doi: 10.1080/1612197X.2006.9671790

[26] Shudo Y, Ebi K. Comparison of life skills development between different nutrition education methods for high school baseball players: verification according to the stage of change. J Asia Jpn Res Inst Ritsumeikan Univ. (2021) 3:51.

[27] Sun, Z., & Gao, T. (2021). Game-based learning in physical education: Effects on student motivation and motor skill development. *Computers & Education, 167*, 104185. https://doi.org/10.1016/j.compedu.2021.104185

[28] Tian, Y., & Yang, S. (2024). *The chain mediating effect of mindfulness and self-esteem in the relationship between leisure-time physical activity and academic burnout among college students*. Scientific Reports, 14, 32119. https://doi.org/10.1038/s41598-024-83906-2