

**Physical Education Instructors' Perception on the Commission
on Higher Education Memorandum Order 39, S.2021 in
a Higher Learning Institution in the Philippines**

John Michael D. Aquino

Laguna State Polytechnic University

Corresponding Author:

John Michael D. Aquino

Laguna State Polytechnic University

Sta. Cruz, Laguna, Philippines

E-mail: johnmichael.aquino@lspu.edu.ph

Received: 3 January 2023 **Revised:** 17 April 2023 **Accepted:** 25 April 2023

Physical Education Instructors' Perception on the Commission on Higher Education Memorandum Order 39, S.2021 in a Higher Learning Institution in the Philippines

Abstract

The Commission on Higher Education (CHED) issued Memorandum Order (CMO) No. 39, Series of 2021 in the Philippines to strengthen the management of physical education teachers and promotes achievement of student learning outcomes by providing rules, standards and recommendations for physical education (PATHFIT) at the tertiary level. It outlines causes and objectives of changes in course environment aligned with revised general education curriculum as outlined in CMO 20, Series of 2013. This research assesses perceptions of physical education instructors (PEIs) about CMO 39. The goal is to evaluate its advantages and disadvantages based on respondent feedback. Also investigated was the implementation process in PE classes to understand potential effect on student learning outcomes. Qualitative research was done with narrative inquiry and purposive sampling with respondents being 12 PEIs at a higher learning institution. Data was gathered by face-to-face interviews, using the validated interview guide. Results indicated positive and negative perceptions of PEI in CMO 39, s.2021, which permits teachers to provide engaging activities for students, encouraging them to work to master subjects. It also helps universities meet CHED standards and offers students comprehensive education tailored to individual needs. Seminars and workshops may help teachers prepare for successful implementation of new curriculum. Guiding and supporting students is essential for success in physical education.

Keywords: Physical education, CHED Memorandum Order 39, Physical education instructors, Outcome-based education (OBE), Student learning outcomes

1. Introduction

Physical education is an essential component of learning (Maxkamovich & Abdukahorovich, 2019). It improves physical health and fitness and fosters essential social and emotional abilities. Physical education (PE) must be included in the curricula of all schools (Yli-Piipari, 2014). In addition, it promotes physical exercise and fitness as requirements for general health. As popularity of physical education programs increase, it is noteworthy that they comprise social skill development as well as physical fitness (Aquino, 2022). Physical education facilitates teamwork building, interaction, leadership, and problem-solving skills (Watson & Clocksin, 2012; Gould & Voelker, 2012), key elements for future success. And it potentially facilitates development of a sense of community and how to collaborate to attain a shared goal. As a result, students may feel a deeper sense of belonging and connection. It is prescribed in the 1987 Constitution of the Republic of the Philippines as promoting physical health and social and emotional values. Consequently, physical education should remain a required curriculum component in all Philippine schools.

The Commission on Higher Education (CHED) Memorandum Order No. 39, Series of 2021 outlines the rules, standards, and recommendations for physical education at the tertiary level through diverse health and fitness physical activities (PATHFIT). It explores causes and objectives for altering course contents. Legislative requirements serve as a foundation for CHED memorandum order (CMO) policies, guidelines, and recommendations. They comply with the revised general education (GE) curriculum outlined in CMO 20, series of 2013, as well as Article 14 Sec.19 of the Constitution, specifying that the “State shall promote physical education for the development of healthy and alert citizens.”

PE instructor perceptions of CMO 39, S. 2021 in Philippine higher education institutions are insufficiently documented. Most physical education research in the Philippines concentrates on its function in promoting health and physical fitness. There has been a lack of studies on implementing the CMO in higher educational institutions and PE instructor policy perceptions. Nonetheless, studies do indicate potential benefits of following CMO guidelines. Santos et al. (2022) discovered that issuing CMO led to increased physical fitness levels among Filipino students and increased physical activity in martial arts, enhanced nutrition, cultural appreciation and better health outcomes; the study determined that the CMO positively affected the PE curriculum, allowing instructors to deliver intended learning outcomes more effectively. Evidence points to effective execution of the CMO potentially enhancing teaching methods and PE teaching quality. Velez (2023) discovered that the CMO led to improved classroom instruction,

with teachers abler to implement policy and more confident in their abilities to provide quality PE explicit instruction. Teachers also better understood learning results, implementing policy more effectively through instruction.

CHED is responsible for enhancing student access to standard, high-quality tertiary education. A Laguna State Polytechnic University (LSPU) study examined how the CMO 39 would be implemented institutionally in compliance with CHED requirements. Perception of PE instructors on the CMO 39 were explored with advantages and disadvantages. The teaching process in implementing the CMO to achieve learning outcomes for students was also discussed. The goal was to address research gaps and address concerns at LSPU about fulfilling section 2021 of CMO 39 as the basis for innovation planning that PE departments may use in the Philippines. To this end, it offers suggestions on how CMO 39 may be implemented in the Philippines to increase understanding of policy benefits and drawbacks from the perspective of PE teachers. The result should help formulate innovation strategy for PE units to use for to policy implementation, guaranteeing that learners in the Philippines have greater access to high quality education.

2. Study objectives

To explore PE teacher perceptions in higher education institutions (HEIs) about university implementation of CMO 39 s.2021 with these objectives:

- 1) knowing PE instructor perceptions of CMO 39 series of 2021;
- 2) identifying advantages and disadvantages of implementing CMO 39 series of 2021 in one higher learning institution;
- 3) and determining teaching strategies to ensure that students achieve learning outcomes outlined by CMO 39 series of 2021.

Conceptual Framework

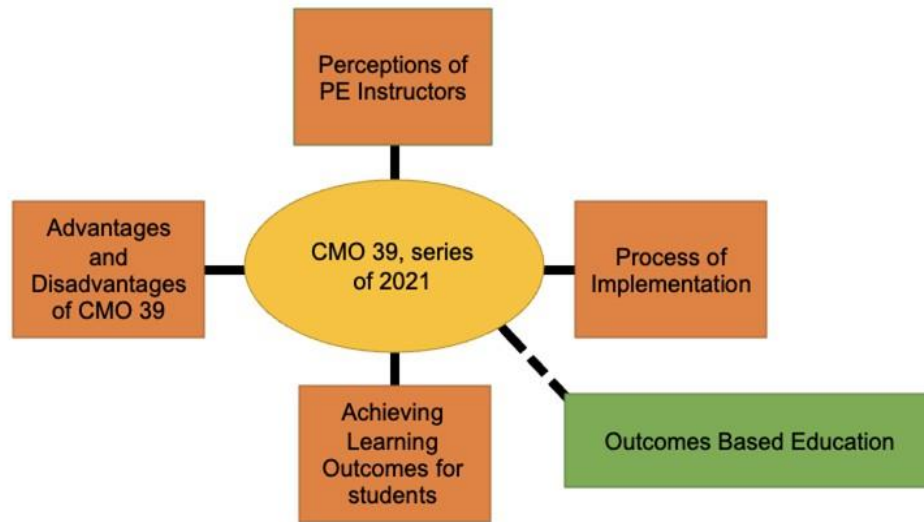


Figure 1 Research Paradigm

The illustration shows relationships of attributes to be explored and discussed. CMO 39 series of 2021 is a new curriculum issued by CHED in the Philippines. PE instructor perceptions of CMO 39 will be determined, with its strengths and weaknesses, as well as respondent classroom implementation processes to achieves learning outcomes. Therefore, this research will be anchored in outcome-based education (OBE). In a learner-centered framework, learning outcomes are the set of learning competences for performing complex roles. OBE recommends identifying desired outcomes as the best way to gain knowledge. After the desired outputs or learning outcomes have been selected, strategies, procedures, and techniques necessary to achieve set goals are applied by instructors. Students are the focal point of the school environment.

3. Methodology

3.1 Research Design

Qualitative research with narrative inquiry was done.

3.2 Participants

Twelve participants chosen by purposive sampling were PE instructors in an HEI in Laguna, Philippines, with three PE instructors sampled per campus. Respondents had at least three years' job seniority and awareness of the CMO 39 s.2021 as well as willingness to participate by responding to the questionnaire.

Table 1 PE Instructor Profile

Respondents	Gender at birth	Years in service	Educational attainment
PEI 1	Male	4	Doctoral degree (ongoing)
PEI 2	Male	5	Master's degree (ongoing)
PEI 3	Female	4	Master's degree (ongoing)
PEI 4	Male	5	Doctoral degree (ongoing)
PEI 5	Male	7	Doctoral degree (ongoing)
PEI 6	Male	3	Master's degree (ongoing)
PEI 7	Male	7	Doctoral degree (ongoing)
PEI 8	Female	4	Master's degree recipient
PEI 9	Female	4	Master's degree (ongoing)
PEI 10	Male	3	Master's degree (ongoing)
PEI 11	Male	7	Master's degree recipient
PEI 12	Male	7	Doctoral degree (ongoing)

**PEI= physical education instructor*

Research participants provided data by interview about their educational attainment, gender at birth, and years of service. Most participants had either master's or doctoral degrees, either completed on in progress. Samples had between three and seven years of job seniority.

3.3 Instrument

An interview guide was used to gather data with open-ended questions about perceptions of CMO 39 s. 2021, its pluses and minuses, and the implementation process ensuring that learning outcomes were achieved by allowing interviewees to provide more than one-word answers. The interview guide helped the interviewer remain focused on the topic and ensure that all relevant information was collected by structuring conversations and maintaining a consistent approach throughout interviews (Frasso et al., 2018).

Content validation of an interview guide as a research instrument for in-depth interviews indicated the process of assessing question content quality and appropriateness by three field experts in PE and qualitative research. This process examined the guide's content for accuracy and current information, with appropriate questions for the research objectives (Alshenqeeti, 2014). Content validation also assessed question relevance and simplicity for the target population and avoided leading or biased questioning (Yusoff, 2019). Content validation ensured that questions were valid, relevant and produced meaningful results (Elo et al., 2014).

3.4 Data Collection and Analysis

Face-to-face interviews were used (Horsfall et al., 2021) to build rapport with respondents, creating an atmosphere of trust and understanding (Mikecz, 2012).

3.5 Ethical Consideration

Voluntary participation of respondents was sought, after the purpose and context of the study was explained, and withdrawal at any point permitted, with low probability of any harm or injury resulting from the study. Data collected was used as the basis of PE department innovation planning, and PE instructor responses were the sole ones recorded and analyzed. Information was only shared with researchers and no individually identifiable data revealed.

4. Results and Discussion

Table 1 Perception of CMO 39 s.2021 as New Physical Education Course Curriculum

Data Statements	Theme
PEI 1: The new curriculum features focus and direction from locomotor and non-locomotor movement only in PATHFIT 1, to be improved when PATHFIT 2 exercises are added. PATHFIT 3 already offers a field of expertise chosen by students based on teacher orientation. A general weighted average was newly added to the curriculum, with no specification in the previous curriculum during faculty assignments. PEI 2: CMO 39 offers free choice of study subjects. PEI 3: CMO 39 is more advanced than currently used PE methods, allowing you to choose what you prefer, with knowledge expanding in PE. PEI 4: The new CMO indicates continuous learning, giving students freedom to choose their field. PEI 5: There is freedom of expression and academic freedom. PEI 6: For me, PATHFIT is like research with a scientific method. There is mastery of sports and health. Aspects to be addressed remain the same, but it is more scientific and I think students will benefit more from PATHFIT. PEI 7: CMO 39 seems a more budget-conscious way to change old methods, to facilitate corrective adjustments that are currently quite difficult. PEI 8: Fortunately, PATHFIT offers continuity. PATHFIT 1 and 2 are related to physical fitness, 3 and 4 are about children choosing, so there is continuity. PEI 9: The new CMO focuses on learning. PEI 10: Students focus on what they want to do or learn in classes. PEI 11: It has entered into computation of general weighted average (GWA) and I found it easier. PEI 12: Before, PE was not included in GWA computation or general weighted average in computing Latin honors, but now it is. So, we have a higher standard for qualifying teachers and the outcome-based program enhances student engagement.	Perception in CMO 39, S.2021 as NEW CURRICULUM

New Curriculum

Curriculum often relates learning information, goals, and structure, with as classic topics lessons to be learned by students. The goal is to pursue a balance among domains of knowledge deemed essential, as community preparation and implementation, and personal growth in contemporary society (Erstad & Voogt, 2018). Therefore, curriculum simultaneously communicates a historical legacy as well as future hopes and fears. This makes it an essential instrument for growth and change. Conversely, curriculum is a comprehensive outline of a school system's educational strategy and objectives. It describes educational policies, tactics, priorities, and concepts affecting and directing the system, as well as anticipated learning outcomes. Curriculum comprises systemic ideals, content, and objectives as well as educational development and learning occurring within it (Williamson, 2013).

The new CMO 39 differs significantly from previous curriculum based on responses of HEI PE instructors, offering more focus and direction for students to follow, while allowing them to choose a field of expertise to study. The curriculum also includes GWA computation, which was not previously included. PATHFIT was introduced as well to give students a more scientific and research-based approach to PE, permitting them to master sports, health, and other aspects. The result is increased freedom of expression and academic liberty.

Table 2 Advantages of CMO 39 Implementation in a Higher Learning Institution

Data Statements	Themes
Advantages	
PEI 1: Alignment, focus and mastery of student knowledge and freedom in choosing the course or field desired.	STUDENT LEARNING
PEI 2: CMO 39 is advantageous because students can focus on what they want.	
PEI 4: Students have freedom to choose based on CM0.39 stipulations.	
PEI 5: It's more interesting to teach, as students are interested in PATHFIT 1 due to less pressure in terms of their results, so without stress they can enjoy and do as they wish.	
PEI 6: You can teach your field of expertise.	
PEI 7: CMO 39's advantage is its focus on selecting players for the game.	
PEI 8: They will learn and explore more of another scope of P.E., enjoy it more, and become more engaged. There is continuity with PATHFITs 3 and 4.	
PEI 9: They are motivated to participate because they chose what they really wanted.	
PEI 10: Students are freer to choose what they want, based on activities.	
PEI 11: The area shrank, with more advantages, PE was now included in computing GWA.	

Data Statements	Themes
Advantages	
PEI 1: Teachers teach their field of specialization, which I think is advantageous. PEI 2: Teachers can focus on what they should teach if they are informed about PATHFITs 1 to 4. PEI 3: The advantage of CMO 39 is for teachers who will teach innovatively as well as more traditional teaching. PEI 4: Teachers fulfill their knowledge and skills in specific fields. PEI 6: You can give students a real education in certain sports appropriate for them. PEI 7: There is a vertically aligned field of specialization. PEI 9: Teachers should be aware of teaching and aligning required competences.	TEACHER EXPERTISE
PEI 4: The university always complies to CHED requirements.	UNIVERSITY ADVANTAGE
PEI 9: Spiral progression is to first study what you have, weaknesses and strengths, in the first two PATHFITs to then identify apt procedures. PEI 12: CMO 39 is advantageous because it primarily enhances curriculum, especially the P.E. program. K-12 students continued through college, enhancing previous learning, especially on the tertiary level where more coaching occurs. Teachers guide the students to further appreciation by designing individual programs.	CURRICULUM AND PROGRAM ENHANCEMENT

Advantages in CMO 39 implementation according to respondents include:

Student Learning

CMO 39 student learning helps acquire knowledge and skills needed for success in academic and professional careers. CMO 39 provides students with a learning platform in an interactive collaborative environment. One advantage of CMO 39 for student learning is its self-pacing. Students may learn at their own pace in the sequence that best suits them, focusing on topics they find interesting and challenging. Content is organized to allow student to easily find topics they must learn more about. Another CMO 39 advantage is providing students with the opportunity to practice skills in a real-world setting. They apply concepts learned to real-life problems, gaining hands-on experience. Instructor feedback and support facilitate overcoming student challenges. Using CMO 39 for student learning also helps build confidence. By completing activities and tasks, students build knowledge and skills in a safe, supportive environment to become comfortable when applying knowledge in the outside world. Curriculum theorists must pay attention to creating curriculum that expands learning opportunities, instead of repeating them (Young, 2014).

The statements above discuss advantages of CMO 39, a policy allowing students to choose a course or field to focus on. Students are given more freedom to choose based on CMO 39 stipulations, facilitating course or field choice of the highest interest, rather than being restricted to a traditional block size. The policy also allows students to focus on something they are passionate about, resulting in more engagement and motivation to participate. CMO 39 also allows students to be included in computing their GWA.

Teacher Expertise

PE is a significant part of student educational experience, providing physical exercise essential for a healthy lifestyle and teaching important skills such as teamwork and communication (Alismail & McGuire, 2015). Implementing CMO 39 helps teachers specializing in PE, permitting them to create engaging and creative class content. CMO 39 is a set of guidelines outlining PE standards in the Philippines. It details PE objectives and skills and knowledge to be imparted to students. This provides teachers with concrete direction in what and how to teach, enabling them to plan more focused and organized lessons and activities. CMO 39 also outlines different PE teaching roles, clarifying teacher responsibilities and classroom expectations. It also helps ensure that higher PE quality is provided to students, as instructors are held accountable for teaching quality and student results. CMO 39 encourages teachers to use innovative teaching methods and materials to engage students. This is especially important for PE, a subject that is not universally appealing. By using creative and engaging methods and materials, teachers may ensure that students remain engaged and motivated to learn.

These findings suggest that teachers should be knowledgeable about PATHFITs 1-4 and CMO 39 to effectively teach PE. Teachers should also be aware of their field of expertise to fulfill knowledge and teaching skills. Instructors must be aware of vertical alignment required to provide students with in-depth education for a certain sport. In this way, teachers should be well-versed in topics they are teaching, with necessary expertise to educate students comprehensively.

University Advantage

University compliance with CHED requirements essential for the educational system to remain effective and relevant. Compliance is necessary to ensure that universities adhere to CHED standards, providing students with quality education. Compliance also ensures that universities meet student needs, ensuring them necessary skills and knowledge needed to succeed in chosen fields. Compliance with CHED requirements also helps create a safe, secure learning environment for students as universities maintain a high level of safety and security for faculty and students and meet Commission accreditation standards. In addition, it helps universities remain competitive

in the ever-changing higher education landscape by keeping up with changing needs of students and employers, as well as latest higher education trends.

Curriculum and Program Enhancement

A more comprehensive education is given to students as they progress from K-12 to college. With altered curriculum and enhanced P.E. programs, students are better prepared for the tertiary level. The model also allows for more coaching opportunities for students to be guided to create their own programs and identify individual strengths and weaknesses. By spiral progression, students build on what they have learned and apply it to later studies.

Table 3 Challenges of CMO 39 Implementation in a Higher Learning Institution

Data Statements	Themes
Challenges	
PEI 1: One disadvantage is how to cater to the number of students who want to dance, do sports and martial arts, who should be first to implement it or the one who initiates how to do so. PEI 2: Our directors begin, followed by coaches and PE instructors. PEI 3: How to react if everyone chooses one specific field. PEI 5: One disadvantage for 2021 or 2022, now to the end of 2022 is that we have not yet begun. Otherwise, there is no disadvantage in terms of curriculum. PEI 6: One disadvantage is perhaps at the beginning of implementation, limited to the transition. University implementation involves informing to teachers and students, so that later teachers unfamiliar with PATHFIT at the university won't need to implement it suddenly. We feel it is an urgent priority, requiring a national announcement, ISO, board resolution, or academic council to initiate this kind of action. PEI 10: Maybe if this will really be well implemented, our university will take action. PEI 11: We are too late.	PROCESS OF CURRICULUM IMPLEMENTATION
PEI 2: One disadvantage for me is probably facilities, as T1 said. We had many requests for basketball and badminton, but relatively few for other choices like rhythmic activities. We need action about facilities and equipment in this context, since a lack of equipment and facilities prevent us from teaching children properly. PEI 4: The university lacks facilities to cater all specialized fields. PEI 7: One disadvantage is facilities since the budget is not intended for that. The approval process takes years because government transactions are difficult, except for top management priorities.	FACILITIES AND EQUIPMENT

Data Statements	Themes
Challenges	
PEI 1: PE is a section of the College of Arts and Sciences, but this is little known, so it requires verification see how the CHED CMOs originate. PEI 4: Teachers are unaware of university CMO implementation and there are no training or workshops as yet. PEI 8: What if teachers are unaccustomed to new duties? Many of us are experienced teachers, so it's difficult to adjust to new learning that may not be taught properly. PEI 9: Not all PE teachers are dedicated to sport, dance, and martial art. We are unsure if our PE teachers are ready to teach martial arts, which usually requires training, if teachers have the training and skills to offer it.	TEACHER AWARENESS AND KNOWLEDGE
PEI 10: Other activities they can do are not done because CMO 39 focuses on needs. PEI 11: Disadvantages include that knowledge adoptable or learned by a learner is limited.	LIMITED LEARNING
PEI 3: It would be better if we first had seminar training for the new curriculum.	SEMINAR AND WORKSHOP NEEDS

Curriculum Implementation Process

PEI statements suggest that there is a need to provide more options for students who want to participate in different activities such as dance, sports, and martial arts. To do this, academic council heads must pioneer initiative implementation. This initiative would involve PEs, coaches, and PE instructors. The disadvantage would be that the university may be unable to provide enough information or keep up with new curriculum efficiently. The university must also realize the urgency of planning to inform students and teachers by taking the initiative to provide options for students in different activities. Doing so, the university may ensure that students have access to activities they want and keep up with new curriculum.

Facilities and Equipment

A limited number of facilities makes it difficult to provide a comprehensive range of activities for students to learn and participate in. This can be especially true in universities, where budgets are often not dedicated to updating and replacing equipment, and approval processes for purchasing new equipment may be slow. This may prevent a university from having the best possible facilities to cater to all fields of specialization, which can negatively impact quality of education. This in turn makes it difficult to teach children properly, as they may lack resources to properly practice and develop skills.

Teacher Awareness and Knowledge

Implementing CMOs in universities requires training and workshops for teachers to ensure awareness of the new system and how to use it. However, this presents a challenge to experienced teachers who may be uneasy with the new system and require additional training. Also, teachers may be uninformed about martial arts, which requires specific training and expertise, making it difficult for them to teach such subjects. The challenge is to ensure that teachers have appropriate training and resources to teach new subjects and provide appropriate educational experiences for students. This may be done by providing additional training for experienced teachers or recruiting new teachers with necessary skills and expertise. Ultimately, it is essential for universities to ensure that teachers are adequately prepared to teach new subjects to provide high-quality education to students.

Limited Learning

PEI 10 and 11 statements indicate potential limitations to traditional learning methods. If a learner is only given the chance to learn through traditional methods, such as attending lectures and completing written assignments, they have no opportunity to explore other potential learning activities to develop skills. This could result in a lack of knowledge, as the learner is unedified about different methods of learning. The traditional approach to learning may help in some cases, such as when the learner needs to obtain a certain level of knowledge quickly or in a structured way. However, it can also be disadvantageous insofar as the learner may not fully explore material, or develop profound understanding. And the learner may not apply knowledge learned meaningfully, as they may not have the opportunity to do related activities or tasks that would integrate the knowledge into their daily lives.

Seminar and Workshop Needs

A good understanding of the new curriculum is vital before beginning to use it. Seminar training sessions may be a valuable way to ensure that everyone involved is on the same page and aware of new curriculum expectations and guidelines. During a seminar, instructors may explain the new curriculum in detail and answer questions that may arise. They may also offer advice on how to use the curriculum and provide resources for further learning. This will ensure that everyone involved is prepared to effectively use the curriculum promptly. The seminar may also be an opportunity for instructors to receive student feedback on curriculum, which can help ensure that it meets the needs of everyone involved.

Table 4 Teaching Strategies in Implementing CMO 39 to Achieve Student Learning Outcomes

Data Statements	Themes
PEI 5: Developing more activity-based identity for students. PEI 6: Sufficient examinations and applications to achieve PE competencies in exercise. PEI 9: Conducting assessments about student health, providing activities to address deficiencies and target needs.	STUDENT PARTICIPATION IN ACTIVITIES
PEI 1: I will share everything that I can give and teach all learning competencies I learned from training seminars and formal education to give students full PE class knowledge and experience. Our purpose is to teach them to develop their holistic well-being. PEI 7: Instructional materials contain guidelines for use. PE teachers may revise them based on experiences and share knowledge with students.	SHARING OF KNOWLEDGE
PEI 2: To discuss PE, because discussing PATHFIT 1 to 4 will motivate some students. PEI 3: I will discuss it with them because it differs from PE they are familiar with, so I will think of ideas to heighten their interest in PE.	MOTIVATING STUDENTS
PEI 1: I will implement CMO in my class by orienting them from PATHFITs 1 to 4. There will be an orientation for them about what will follow through PATHFIT 4. PEI 6: Students must be well guided in orientations. PEI 10: Step-by-step explanations of CMO 39 will not totally affect upcoming ones, especially if they may be studied.	ORIENTATION
PEI 1: We can observe if we have achieved learning competency goals by emphasizing performance through outcome-based education, the focus of CHED. We will see if the student is able to perform independently. PEI 3: We will see in student performance. PEI 4: This will be determined if students themselves are satisfied with their learning based on actual performance. Teachers must always be aware of competencies that must anchor outcome-based education where student performance proves if goals were achieved. PEI 7: In performing, students become individuals. PEI 8: We play most in PE with developing student physical fitness from different activities. PEI 10: We can observe progress in student performance.	STUDENTS' PERFORMANCE

Data Statements	Themes
PEI 2: I can tell that students have already achieved goals when they are happy. PEI 11: The old grading system. For instance, as of now, they removed attendance percentage. For PE, there are participation and cooperation with a percentage as that grade. How can cooperation have a percentage if we all do individual activities? No groupings occur. All that will be addressed properly when in-person classes resume.	STUDENT BEHAVIOR AND ATTITUDE
PEI 5: Using the PATHFIT program examination system, they enjoyed it and have mastered it, as they must for the finals.	STUDENT KNOWLEDGE
PEI 6: When they have achieved objectives, assessment takes time because it was implemented two years ago. PEI 9: Their abilities aligned with PATHFIT 3 choices.	ACHIEVING COURSE OBJECTIVES

Student Participation in Activities

The student implementation and learning outcome process for participating in activities is complex. First, students must develop a sense of identity, which can be done through activities tailored to individual needs. This is followed by sufficient examinations and practice to help students gain necessary competencies. For PE, it is advised to provide physical exercises tailored to students and their individual needs. After assessing each student's position, activities should be designed to target areas needing more work. This process should be monitored and assessed regularly, noting changes, strengths and weaknesses of students. This should be done until students have achieved desired fitness levels.

Sharing of Knowledge

Sharing knowledge is an essential part of education. It is important for students to learn from their teachers' past experience. Instructors must provide necessary skills and knowledge to help students develop their holistic well-being. To do so, we must use materials applicable and available to students, such as instructional materials and YouTube videos. We also must be flexible and revise approaches, when necessary, to provide the best learning environment with instruments needed to become better learners. This may include activities and exercises exploring their interests, learning problem-solving skills, and building confidence in their abilities.

Student Motivation

The process involves providing students with an understanding of PE curriculum goals and objectives, and helping them to see benefits of completing activities. They should also be

engaged in enjoyable, challenging active learning experiences (Bean & Melzer, 2021). To motivate students, teachers should explain psychological and emotional benefits of physical activity and show how it can improve overall health. Teachers can also show students the importance of setting goals and provide them with instruments and strategies to achieve them. In addition, teachers may offer students positive reinforcement to successfully complete activities, encouraging them to participate in physical activities outside the classroom. Finally, PE instructors should give students an opportunity to explore their own interests, with freedom to choose activities that they find pleasantly engaging. Students accorded control over PE experiences are likelier to be motivated to continue to participate and learn.

Orientation for Students

Implementing a CMO in the classroom may benefit students in terms of learning outcomes. Orientation is an important component of this process, providing learners with necessary information and understanding of the CMO that they are expected to follow and understand. This may facilitate informed decision-making about fields to pursue in future. It is also necessary to explain the CMO in step-by-step detail to ensure that students are properly informed and do not feel overwhelmed by its novelty. This will allow them to focus on the current CMO and effectively learn the material. Given clear orientation, learners can better identify which field they would like to pursue as well as understand the CMO in its entirety.

Student Performance

The goal of this process is to determine whether learning competencies have been attained. Teachers must be aware of competencies that must be developed, and should use a performance-based approach to evaluate student progress (Darling-Hammond, 2013). This may be seen in grading reports as well as behavior and physical fitness. PE activities may be used to assess student physical development, as an indication of whether goals have been achieved. Ultimately, student satisfaction with their learning process is the best indicator of success.

Student Behavior and Attitude

The process of implementing student learning outcomes significantly impacts behavior and attitude. One way to measure the effectiveness of the process is to observe student reactions. If students have a positive attitude and are engaged in the learning process, the process and outcomes are probably successful (Alemi et al., 2015). To ensure successful implementation and learning outcomes, teachers should consider individual student needs and design processes and outcomes to meet them. For example, if a student learns best in groups, then the teacher should structure the learning process and outcomes to accommodate group work. Grading

systems may also impact student attitudes and behavior. If a classroom is using an old grading system emphasizing attendance or physical activity, students may be discouraged from participating. The teacher should reevaluate the grading system to ensure that it is fair and equitable for all.

Student Knowledge

The student implementation and learning outcome process is a significant part of learning. A well-structured system in place providing students with the necessary information and resources for success is essential. In this case, the PATHFIT program examination was an important step to provide students mastery over their course material. The examination improved student understanding of the material and self-assessment of course progress. The examination was also an opportunity for students to receive feedback on their progress and make adjustments if needed. Examinations also served as motivation for students to strive for mastery; those achieving passing grades had a sense of accomplishment and pride and were encouraged to continue striving for mastery.

Achieving Course Objectives

The student implementation and learning outcome process for achieving course objectives requires a comprehensive theoretical and practical action plan. First, course objectives must be clearly defined and communicated to students to provide a basis for developing curriculum and materials needed to accomplish objectives. Teachers must design instruction and assessment methods to ensure that students may meet objectives. It is vital to consider student abilities when designing course objectives and curriculum. Each student should be assessed to determine abilities and the course should be designed to meet their specific needs. This assessment should be done before course implementation and should include PATHFITs 1 and 2. If a student fails to meet PATHFIT 1 and 2 requirements, they should be given an alternative curriculum meeting their specific needs. After course objectives have been set and curriculum designed, implementation should be closely monitored to ensure that course objectives are achieved and students able to learn the material. Comprehensive assessment should be conducted at the end of each semester. If objectives have not been met, appropriate changes should be made to the curriculum and instruction methods to improve results.

5. Conclusion

The CMO 39 s. 2021 curriculum represents a major upgrade from the previous one, providing students more opportunities and freedom to explore PE interests. Teachers find it more engaging through outcome-based student activities, rather than assigning them tasks.

Likewise, introducing PATHFIT gives students a more research-based approach to PE, permitting more mastery of the subject.

Among advantages for students are freedom to choose courses, increased student engagement and motivation, and students' participation in computing general averages. CMO 39 effectively helps students succeed in academic pursuits. Its implementation provides PE teachers with guidelines as well as necessary instruments and materials to ensure that lessons are effective and engaging. Doing so, they may ensure that high quality PE is provided to students, who are motivated to learn. Compliance with CHED requirements is essential for universities to remain effective and relevant in providing quality education by maintaining safety and security, meeting accreditation standards, and remaining competitive in the higher education landscape. It also provides students with a comprehensive education that is comprehensive and tailored to individual needs. By contrast, disadvantages observed by respondents include the university curriculum implementation process, facility and equipment availability, teacher awareness of CMO 39, limited student learning coverage, and seminar and workshop requirements. Having seminar training before new curriculum implementation may ensure shared understanding and proper preparation for using the curriculum effectively and efficiently.

It is also essential to provide guidance and support to students for achieving learning outcomes and the CMO.39 s. 2021 implementation process to succeed in the PE journey. Sharing knowledge includes providing activities tailored to the individual student needs to motivate them to participate in all activities by monitoring and assessing student progress to ensure that they are on the right track. Teachers must create a positive learning environment, taking time to design the process and outcomes to individual student needs. With proper process and outcomes, students will likelier have positive attitudes and behavior, boosting their PE class performance and knowledge. The PATHFIT program successfully provided students an opportunity to master course material. Feedback and motivation from examinations also helped students strive for mastery. Likewise, the student implementation and learning outcome process to achieve course objectives requires planning, assessment, and monitoring to ensure that objectives are met. Student abilities should be taken into account when designing objectives and curriculum.

CHED Memorandum Order 39 s. 2021 had a primarily positive impact on how students learn. The new curriculum offers more freedom for student avocations, allowing them to master subjects by encouraging and directing them to be successful in PE. Compliance with CHED requirements guarantee university efficiency and pertinence in providing high-quality

instruction, with learners gaining advantages from extensive educational experience along with national and global requirements. The future will ultimately depend on the efficacy of the CMO 39 s. 2021 program. If it provides learners with excellent instruction and satisfies CHED standards, then the policy will probably be maintained. If not, amendments or replacements may become necessary.

6. Recommendation

To promote CMO 39 s.2021 by providing clear directions and learning mastery for students and teachers, university strengths and weaknesses should be addressed, as well as teacher and student needs and demands. Future study may comparatively investigate perspectives of higher officials, curriculum developers, and implementers to capture how each academic level fulfills student needs for gaining learning capabilities. Quantitative research in this context would be useful.

References

- Alemi, M., Meghdari, A., & Ghazisaedy, M. (2015). The impact of social robotics on L2 learners' anxiety and attitude in English vocabulary acquisition. *International Journal of Social Robotics*, 7(4), 523-535.
- Alismail, H. A., & McGuire, P. (2015). 21st century standards and curriculum: Current research and practice. *Journal of Education and Practice*, 6(6), 150-154.
- Alshenqeeti, H. (2014). Interviewing as a data collection method: A critical review. *English linguistics research*, 3(1), 39-45.
- Aquino, J. M. (2022). Students' evaluation in the developed video-based learning materials for physical education in Higher Education Institutions (HEIs). *Edu Sportivo: Indonesian Journal of Physical Education*, 3(2), 111-124.
- Bean, J. C., & Melzer, D. (2021). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., ... & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of research in Nursing*, 25(8), 652-661.
- Commission of Higher Education. (2013). *General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies*, (CMO 20), S. 2013 (Phil.). <https://ched.gov.ph/wp-content/uploads/2017/10/CMO-No.20-s2013.pdf>
- Commission of Higher Education. (2021). *Policies, Standards and Guidelines on the Implementation of Tertiary Physical Education: Physical Activity towards Health and Fitness (PATHFIT) Course*, (CMO 39), s. 2021. <https://tinyurl.com/dwmhvzu2>.
- Darling-Hammond, L. (2013). Performance-based assessment and educational equity. In Etta R. Hollins (Ed.) *Transforming curriculum for a culturally diverse society* (pp. 245-272). Routledge.
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE open*, 4(1), 1-10. <https://doi.org/10.1177/2158244014522633>

- Erstad, O., & Voogt, J. (2018). The twenty-first century curriculum: issues and challenges. *Springer International Handbooks of Education*, 19-36.
https://link.springer.com/referenceworkentry/10.1007/978-3-319-71054-9_1
- Frasso, R., Keddem, S., & Golinkoff, J. M. (2018). Qualitative methods: tools for understanding and engaging communities. In R. A. Cnaan & C. Milofsky (Eds.), *Handbook of community movements and local organizations in the 21st century* (pp. 527-549). Springer, Cham.
- Gould, D., & Voelker, D. K. (2012). Enhancing youth leadership through sport and physical education. *Journal of Physical Education, Recreation & Dance*, 83(8), 38-41.
- GOVPH. (1987). *The Constitution of the Republic of the Philippines*.
<https://www.officialgazette.gov.ph/constitutions/1987-constitution/>
- Horsfall, M., Eikelenboom, M., Draisma, S., & Smit, J. H. (2021). The effect of rapport on data quality in face-to-face interviews: Beneficial or detrimental?. *International Journal of Environmental Research and Public Health*, 18(20), 10858.
<https://doi.org/10.3390/ijerph182010858>
- Maxkamovich, A. Y., & Abdukahorovich, S. K. (2019). Modern approaches to the content of physical education of schoolchildren in the continuing education system. *European Journal of Research and Reflection in Educational Sciences*, 7(12), 17-21.
- Mikecz, R. (2012). Interviewing elites: Addressing methodological issues. *Qualitative inquiry*, 18(6), 482-493.
- Pathak, V., Jena, B., & Kalra, S. (2013). Qualitative research. *Perspectives in clinical research*, 4(3), 192. <https://doi.org/10.4103/2229-3485.115389>
- Rosenthal, M. (2016). Qualitative research methods: Why, when, and how to conduct interviews and focus groups in pharmacy research. *Currents in pharmacy teaching and learning*, 8(4), 509-516.
- Santos, M., Martin, J., Mhico Sigua, E., & Manuel, S. (2022). Effects of Online Teaching on Perceived Physical Competence and Cultural Appreciation of the Philippine Martial Arts “Arnis”. *Ido Movement for Culture. Journal of Martial Arts Anthropology*, 22(5), 48-54.

- Velez, L. (2023). Explicit instruction in fitness exercise for PATHFit II (physical activities towards health and fitness). *Indonesian Journal of Research in Physical Education, Sport, and Health (IJRPESH)*, 1(1), 30-43.
- Watson, D. L., & Clocksin, B. D. (2012). *Using physical activity and sport to teach personal and social responsibility*. Human kinetics.
- Williamson, B. (2013). The Future of the Curriculum: School Knowledge in the Digital Age. MacArthur Foundation Reports on Digital Media and Learning. *MIT Press*.
<https://direct.mit.edu/books/oa-monograph/3699/The-Future-of-the-CurriculumSchool-Knowledge-in>
- Yli-Piipari, S. (2014). Physical education curriculum reform in Finland. *Quest*, 66(4), 468-484.
- Young, M. (2014). Curriculum theory: what it is and why it is important. *Cadernos de Pesquisa*, 44, 190-202.
- Yusoff, M. S. B. (2019). ABC of content validation and content validity index calculation. *Resource*, 11(2), 49-54.