

CURRICULUM Implementation Facilitating and Hindering Factors, Learning Strategies and Teaching Competencies of Physical EDUCATION

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ABSTRACT

This study employed mixed methods research, particularly convergent design to determine the influence of curriculum implementation facilitating and hindering factors and learning strategies on the teaching competencies of PE teachers in Region XI. They were selected through stratified quota sampling. The validated questionnaires were used to analyze quantitative data using mean, standard deviation, and multiple linear regression analysis while the interview guide was utilized to gather qualitative data and was analyzed through thematic content analysis. The status of curriculum implementation facilitating and hindering factors and learning strategies and teaching competencies was very high. Both independent variables significantly influence teaching competencies. Lived experiences include difficulty in facilitating learning journeys within the learner-centered ecosystem, refining teaching skills, and evolving oneself through continuous professional growth. Further, the roles of experiences in shaping the attitude and beliefs were cultivating a flourishing teaching journey and cultivating pedagogical excellence. The ecosystems level and result showed merging-converging with the experiences of refining teaching skills and evolving oneself through continuous professional growth. However, the learning strategies in the difficulty reveals a merging- diverging nature of integration with the experiences of participants on teaching competencies as they have the difficulty in facilitating immersive learning journeys within a learner-centered ecosystem.

KEYWORDS: *Education, curriculum implementation facilitating and hindering factors, learning strategies, teaching competencies, convergent design, Philippines*

INTRODUCTION

A high level of teaching competencies is crucial for success, and motivation is rooted in the understanding that well-qualified physical education teachers play an essential role in shaping the learning experience and outcomes (Arban et al., 2023). However, Kim et al. (2023) uncovered a significant tendency among PE teachers to exhibit low agreement with complex teaching skills, missing the benefit of having a high level of teaching skills and competencies.

In the Ethiopian context, examining physical education teachers revealed a significant deficiency in their overall competencies. This deficiency was evident across various domains, including content knowledge and pedagogical content knowledge. These competencies are crucial for effective teaching and learning in physical education. It was emphasized that the noticeable variations in the proficiency levels among teachers in these areas impose a need for improvement and targeted interventions to enhance the quality of physical education instruction (Dereb et al., 2023).

In the Philippines, the national government expresses deep concern over the widespread issue of low teaching competencies among educators. They pointed out the alarming instances, such as the diminishing passing rate of teachers and the discouragingly low recruitment turnout. For instance, the decreasing passing rate in PE indicates that many aspiring teachers may need essential knowledge and skills for effective teaching within the required standards.

Further, even seasoned educators may need to be adequately prepared, potentially needing more full competencies in their instructional roles. This deficiency raises concerns about their ability to navigate and deliver the curriculum effectively (World Bank report, 2016).

Locally, particularly in Bukidnon, PE teachers demonstrate diverse competencies; however, only sometimes are teaching competencies translated into enhanced performance realized. This discrepancy is also highlighted in a recent Cinches (2011) study, which revealed a widespread deficiency in subject matter knowledge among teachers, particularly in subjects like PE. Further, he added that many teachers were found to lack the necessary skills for effectively teaching various subject areas, contradicting the assertion that teachers must attain mastery in the subject matter to impart knowledge effectively.

The Department of Education mandates the implementation of DO no. 35, s. 2016, establishing Learning Action Cells as a crucial strategy for school-based continuing professional development. The goal is to cultivate a collaborative environment, fostering collective improvement in teachers' competencies across content knowledge, pedagogical skills, and professional attitudes. However, despite these efforts, the teaching competencies of PE teachers are noted to be low and declining. By intertwining curriculum implementation, learning strategies, and teaching competencies, this study offers a comprehensive understanding, contributing novel insights to education, particularly in physical education, and informing teacher education programs and practices in Region XI.

The research conducted by Hargreaves et al. (2014) highlighted the substantial impact of curriculum implementation on teaching competencies. This study considered multiple factors that can either facilitate or hinder the implementation of the curriculum and its integration with teaching competencies. Moreover, access to resources and materials, encompassing textbooks and teaching aids, is a pivotal factor influencing teaching competencies (Alavi et al., 2020). Conversely, limited time allocated for curriculum implementation, insufficient support and guidance, and resistance to change can impede teachers' competencies in effectively executing the curriculum (Fullan, 2014; Yuen et al., 2018; Vangrieken et al., 2016).

Likewise, strategies like cooperative learning, problem-based learning, and differentiated instruction can profoundly influence strong-prepared teachers (Hattie, 2012). On the other hand, when teachers encounter challenges in incorporating these learning strategies, their competencies may need to be improved, hindering comprehension and engagement (In'nami et al., 2017). Hence, it facilitates the adept implementation of learning strategies, emphasizing self-reinforcement, implication, positive association, application, and a gradual approach to enhancing teaching competencies.

Studies on teaching competencies show that they have a social value that directly influences educational development. It assists in identifying influential teaching factors and strategies and informs professional development and policies that will improve teaching practices and allow inclusive learning environments.

The research findings will be disseminated to various stakeholders in the education sector, including schools, government agencies, and institutions,

through various channels such as action cells, conferences, and online platforms. This will help maximize the study's impact on enhancing physical education practices and policies. Additionally, the study will be submitted for publication in a reputable academic journal, ensuring its findings are shared with a broader audience and contributing to advancing knowledge in the field.

Theoretical Lens

The use of mixed techniques in research has its roots in a pragmatic viewpoint. Pragmatists consider quantitative and qualitative factors when conducting research (Creswell, 2018). The pragmatic approach seeks to integrate quantitative and qualitative research methodologies to produce knowledge reflecting reality, employing diverse data collection and analysis methods to ensure the acquisition of trustworthy knowledge (Creswell, 2014). This study addressed the research problem using various data collection strategies, including quantitative and qualitative sources. As a worldview, pragmatism offers access to various methods for acquiring and interpreting evidence, tactics, views, and presumptions.

As a pragmatist, the researcher views teaching competencies as essential practical skills that enable educators to effectively engage and guide students in their learning journey. These competencies encompass a range of abilities, including content knowledge, pedagogical strategies, communication skills, classroom management, and assessment techniques. Pragmatic teaching competencies focus on applying knowledge and methods that yield tangible results in the classroom. They prioritize adaptability, flexibility, and the ability to meet the diverse needs of students. By continuously honing these competencies, teachers can create meaningful learning experiences and promote positive student outcomes.

System theory emerges as the primary theoretical framework that serves as the overarching lens through which the interactions and dynamics within the educational system, including curriculum implementation, are examined. Supported by adult learning theories and pedagogical content knowledge, the study focused on the complexities of teaching competencies among physical education teachers. Together, these theoretical perspectives provide a comprehensive framework for analyzing the factors influencing curriculum implementation, learning strategies, and teaching competencies within physical education.

METHODS

Research Design

These mixed methods studies specifically employed convergent design. According to Creswell (2018), a mixed methods design that combines quantitative and qualitative data in a study focusing exclusively on qualitative or quantitative data analysis needs a revised research approach. This approach aims to enhance the understanding of research problems beyond the capabilities of each strategy individually by combining, evaluating, and synthesizing data from both types, ultimately enriching the study's findings and providing new insights.

This study's quantitative phase used a descriptive correlational design. Research projects called descriptive correlational studies seek to clarify variables and the underlying relationships between them (Creswell, 2012). At the same time, the qualitative phase used phenomenological inquiry to record people's real-life experiences. Phenomenology concentrates on individual stories to find common patterns among various experiences. It depicted the participants' shared experiences concerning a particular phenomenon (Creswell, 2014).

Place of Study

This study was conducted among private secondary high schools in Region XI that offer physical education subjects. Region XI comprises Davao de Oro, Davao del Norte, Davao Oriental, Davao del Sur, and Davao Occidental. A highly developed metropolis, five component cities, 43 municipalities, and 1,162 barangays comprise Region XI. Davao City is the largest city in the area by population, with more than 100 high schools and 1,825,450 residents.

These schools were purposively chosen to participate in this research, with approval from the regional director, the superintendents, and private school principals of the Schools Division, considering the number of high schools in the area. As they are thought to be the most representative and able to produce the necessary number of respondents to provide representative data for the study, these schools will be selected based on their higher population size within the province.

Participants

This study used the purposive sampling technique to create a homogenous sample and ensure all participants share similar qualities or characteristics. This signifies purposive sampling, wherein respondents are deliberately chosen for their knowledge and competence in providing the information the researcher requires. The research focuses on newly hired physical education teachers in private high schools with less than three years of

in-service experience to understand new teachers' specific challenges and developmental needs.

In the quantitative phase, a stratified quota sampling method was employed, where 40 participants were selected from each stratum, totaling 200 participants. This was followed by a random sampling approach guided by inclusion criteria. For the qualitative phase, purposive sampling was used to select 17 participants, seven participating in face-to-face interviews and 10 in virtual focus groups via G-meet, all chosen from the 200 respondents in the quantitative phase.

Data Analysis

In the quantitative phase, particular statistical techniques were used to examine the data gathered from the survey questions. The mean was used to measure the status of curriculum implementation, facilitating and hindering factors, learning strategies, and teaching competencies. In addition, the standard deviation measured the amount of variation or dispersion from the mean of implementation, facilitating and hindering factors, learning strategies, and teaching competencies. Moreover, multiple linear regression analysis was also used to find out how the characteristics of implementing the curriculum, factors that helped and hindered learning, and learning strategies affected physical education teachers' ability to teach. In statistics, it can be determined how much of an impact or ability to forecast these variables has on the dependent variable. Concurrently, the study used various techniques to assess participant data efficiently gathered through IDI and FGD. Creswell (2018) claims that data analysis is a continuous process that requires constant consideration, investigation, and interpretation throughout the investigation.

Trustworthiness of the Study

A study's trustworthiness determines its quality and worth. Credibility, transferability, reliability, and confirmability all significantly contribute to increasing trustworthiness. Shenton (2004) emphasizes the significance of a study's trustworthiness in determining its worth and use.

RESULTS

Quantitative Results

Status of Curriculum Implementation Facilitating and Hindering Factors of Physical Education Teachers

Table 1 reflects an overall mean of 4.57, which is described as very high, which means that the curriculum implementation facilitating and hindering

factors of physical education teachers are always evident. In addition, its minimal standard deviation of .41 shows that the teachers' responses are clustered close to the mean. For further elaboration of results, this part will present the following: microsystem, mesosystem, exosystem, macrosystem, and chronological.

Table 1
The Status of Curriculum Implementation Facilitating and Hindering Factors of Physical Education Teachers

Indicators	Mean	SD	Description
Microsystem Level	4.54	.57	Very High
Mesosystem Level	4.56	.48	Very High
Exosystem Level	4.67	.41	Very High
Macrosystem Level	4.52	.57	Very High
Chronological Level	4.52	.52	Very High
Overall Mean	4.57	.41	Very High

The level of facilitating and hindering factors in the microsystem revealed a mean of 4.54, which is very high. Moreover, the mesosystem level has a mean of 4.56, which is described as very high and always evident. Further, the exosystems level has a mean of 4.67, which is described as very high and interpreted as always evident. In addition, the macrosystem level has a mean of 4.52, which is described as very high and interpreted as always evident. Finally, the chronological level has a mean of 4.52, which is described as very high and interpreted as always evident.

The Status of Learning Strategies of PE Teachers

Table 1.2
The Status of Curriculum Implementation Facilitating and Hindering Factors of Physical Education Teachers

Indicators	Mean	SD	Description
Self-reinforcing	4.40	.78	Very High
Implication	4.33	.67	Very High
Positive association	4.35	.55	Very High
Applicability	4.16	.69	Very High
Gradual approach	4.25	.70	Very High
Overall Mean	4.29	.56	Very High

It is shown in Table 2 that the status of the learning strategies of PE teachers has an overall mean of 4.29, described as very high, which means that the learning strategies of PE teachers are always observed. The standard deviation is .56, indicating that the responses are relatively clustered around the mean. Further, this section presents the results of the following indicators: self-reinforcing, implication, positive association, applicability, and gradual approach.

Self-reinforcing was rated very high, with a mean rating of 4.40. At the same time, implication revealed a mean of 4.33, which is very high. Moreover, a positive association has a mean of 4.35, which is described as very high. Moreover, applicability was assessed by respondents and had a high category mean of 4.16. Lastly, the gradual approach has a mean rating score of 4.25, which the respondents interpreted as very high.

The Status of Teaching Competencies of PE Teachers

Table 1.3
The Status of Teaching Competencies of PE Teachers

Indicators	Mean	SD	Description
Planning	4.41	.63	Very High
Development	4.56	.54	Very High
Result	4.67	.43	Very High
Overall Mean	4.55	.48	Very High

It is shown in Table 1.3 that the status of teaching competencies of PE teachers has an overall mean rating of 4.55, which is described as very high. It means that the teaching competencies of PE teachers are always observed. Considering the degrees of dispersion in this variable, the standard deviation is .48, indicating that the responses are clustered near the mean. This suggests a consistent and high level of teaching competencies among PE teachers in the study. The results of planning and development are also found in this section.

Planning has a mean of 4.41, which is described as very high. At the same time, development has a mean of 4.56, which is described as very high. Lastly, the result has a category mean of 4.67, which is very high.

Significance of the Influence of Curriculum Implementation Facilitating and Hindering Factors, Learning Strategies towards Teaching Competencies

Table 2 shows the results of the multiple regression analysis, which is

set at the significance level $\alpha = 0.05$ (two-tailed). Further, curriculum implementation facilitating and hindering factors show t-statistics of 10.36 and $p = .00$, less than the .05 significance level. This indicates that, in an individual capacity, the curriculum implementation facilitating and hindering factors are significant predictors of the teaching competencies of PE teachers. The beta coefficient of .59 means that for every unit increase in the level of curriculum implementation facilitating and hindering factors, there is a corresponding significant increase of .59 in the level of teaching competencies of PE teachers. Moreover, the learning strategies of PE teachers show a t-statistic of 3.94 and a p-value of .00, which is less than the .05 significance level. This result indicates that learning strategies significantly predict PE teachers' teaching competencies. It means the beta coefficient of .22 explains that for every unit, an increase in the status of physical education attitudes corresponds to a .22 increase in the level of teaching competencies of PE teachers.

Table 2
Significance of the Influence of Curriculum Implementation Facilitating and Hindering Factors, Learning Strategies, and Teaching Competencies

Individual Influence of Predictors	Standardized Coefficient	t	p- value	Remarks
Curriculum Implementation: Facilitating and Hindering Factors	.59	10.36	.00	Significant
Learning Strategies	.22	3.94	.00	Significant
Combined Influence of Predictors				
R	.72			
R ²	.53			
F	109.38			
P	.00			Significant

Furthermore, the F-ratio in Table 2 indicates whether the overall regression model, which is the combined effect of curriculum implementation facilitating and hindering factors and learning strategies as predictors of teaching competencies, is a good fit for the data in this study. The results reveal that curriculum implementation, facilitating and hindering factors, and learning strategies significantly influence the teaching competencies of PE teachers, as

shown in the result of $F(2, 197) = 109.38, p < .05$. Therefore, the regression model is a good fit for the empirical data of this study.

Finally, the R-square value shows the percentage of variation in PE teachers' teaching abilities that the implementation of the curriculum's facilitating and hindering factors and learning strategies can explain. According to the report, the R-square value is .53, which means that predictors, factors that help or delay curriculum implementation, and learning strategies can explain 53% of the variation in PE teachers' teaching skills. The remaining 47 percent is attributable to the unexplained variance or other factors not included in this study.

Qualitative Results

Lived Experiences of Participants as Regard Competencies of the Participants

Table 4 talks about the participants' rich experiences related to teaching competencies, exploring the intricate connection between their competencies, beliefs, and attitudes. Question four serves as the focal point, examining how these experiences shape participants' perspectives. Using IDI and FGD, this section uncovers three significant themes: difficulty facilitating immersive learning journeys with learning-centered ecosystems, refining teaching skills, and evolving oneself through continuous professional growth. These themes collectively illustrate the transformative influence of lived experiences on teaching competencies, providing valuable insights into the participants' educational journeys.

Difficulty in Facilitating Immersive Learning Journeys within Learner-Centered Ecosystems. Throughout the interview, participants freely shared their experiences regarding teaching competencies in physical education. Their responses unveiled the difficulty of facilitating immersive learning journeys within learner-centered ecosystems as a critical theme. Facilitating immersive learning in student-centered settings is challenging when teachers need help recognizing diverse learning needs in physical education. Adapting teaching methods to varied styles impedes creating an inclusive environment. Developing strong classroom management skills is crucial but can complicate becoming an experienced educator. To overcome these challenges, teachers must understand individual learning needs and be committed to refining management skills for guidance through immersive learning experiences in student-centered ecosystems.

Several of them explicitly mentioned that:

Sometimes, in giving discipline to my students, because of their very young age, they tend to be hardheaded. (IDI 1)

I'm having a little hard time when it comes to dealing with my students, and classroom management because, of course, I am not really a well-established teacher when it comes to dealing with the student's behavior (IDI 4)

Table 4
Lived Experiences of Participants as regards to Teaching Competencies

Essential Themes	Core Ideas
Difficulty in Facilitating Immersive Learning Journeys within Student-Centered Ecosystems	Finding hard to understand developmental stages of students. Unable to recognize and address diverse learning needs in physical education instruction. Struggling with developing stronger classroom management skills on the journey to becoming a seasoned educator. Facing challenges in nurturing effective communication in an inclusive educational environment.
Refining Teaching Skills	Studies lessons in advance to anticipate challenges. Minimizing free time. Elevating the subject through skills mastery. Embracing the challenge of teaching skills. Embracing competency-based instruction Harnessing learning standards
Evolving oneself through Continuous Professional Growth	Managing workloads and tasks Engaging in continuous professional development

Refining Teaching Skills. During the interview, the participants could speak freely as they shared their experiences regarding teaching competencies in physical education. Based on their responses, the participants concluded that

refining teaching skills is crucial to their competence as PE teachers. It starts with teachers preparing lessons in advance, anticipating challenges, and ensuring a proactive response. Prioritizing skill mastery goes beyond traditional learning, creating a more engaging experience for students with an emphasis on practical application and critical thinking. Integrating learning standards and competencies into PE instruction provides a structured approach. Aligning teaching objectives with these standards allows students to acquire theoretical knowledge and practical skills, fostering their holistic academic and personal growth. These principles form a robust framework for teaching mastery and academic success. Some of them mentioned that:

I usually study ahead of time because I know which topic is more difficult, especially since our Subject Coordinators will check our lesson plans. (IDI 6)

You really need to prepare a lot, especially in performing, because you are the one showing the steps first, so you need to become an expert. (FGD 5)

I always go back to the learning standards and teaching competencies, ...because I can focus my discussions and learning activities on a specific PE competency. (IDI 5)

Evolving oneself through Continuous Professional Growth. During the interview, participants expressed their personal experiences related to teaching competencies in physical education. Growing professionally is about effectively handling tasks and workloads. Participating in continuous professional development is crucial for committing to current teaching methods and meeting diverse student needs. Teachers seek opportunities for learning and improvement, going beyond routine tasks. Managing workload becomes strategic, aligning with the changing demands of education. Educators foster a continual growth mindset by integrating these ideas, ensuring their teaching practices stay innovative and responsive to the ever-changing educational landscape.

Their narratives provided valuable insights into the dynamic landscape of educational practices. The participants' direct statements supported the central theme of evolving oneself through ongoing professional growth that emerged from their responses. They conveyed that continuous learning is vital for their competencies as PE teachers, with some explicitly mentioning that:

You as a teacher you really need to attend a lot of seminars or activities for you to be equipped. (FGD 5)

Role of experiences in shaping the attitude and beliefs of the participants towards teaching competencies

In Table 5, we explore the role of experiences in shaping the attitudes and beliefs of the participants toward teaching competencies. At the heart of this inquiry, encapsulated in question 5, lies a profound exploration of how the diverse experiences of the participants intricately mold their attitudes and beliefs regarding teaching competencies. Through IDI and FGD as our primary gathering techniques, we unravel a narrative tapestry that converges into two significant themes: cultivating a flourishing teaching journey and cultivating pedagogical excellence. Each theme encapsulates the nuanced ways the participants' lived experiences contribute to shaping their perspectives, providing profound insights into the multifaceted journey of professional development in teaching competencies.

Cultivating a Flourishing Teaching Journey. Throughout the interviews, participants expressed their personal experiences concerning teaching competencies in physical education. Their responses showed that the experiences above, regarding teaching competencies, helped PE teachers express the connection in shaping their attitudes and beliefs. One of the emerging themes has been cultivating a flourishing teaching journey. Developing a flourishing teaching journey means staying committed to ongoing learning, especially adapting to diverse student needs. Teachers ensure their teaching methods evolve by embracing continuous professional development. This commitment goes beyond fixed approaches, encouraging educators to stay aware of the ever-changing educational landscape. By integrating this idea seamlessly, teachers improve their skills and create a responsive learning environment for students, fostering a teaching journey dedicated to adaptability and meeting diverse needs. They conveyed their beliefs on cultivating a flourishing journey as PE teachers, with some explicitly mentioning that:

Continuous professional development fosters a commitment to staying current with effective teaching methodologies and adapting to diverse student needs. (IDI 1)

Table 5

Role of Experiences in Shaping Attitude and Beliefs of Participants as Towards Teaching Competencies

Essential Themes	Typical Reasons
Belief: Cultivating a Flourishing Teaching Journey	Growing through continuous professional development Embracing a hunger for learning and constructive feedback, the driven Continual improvement A commitment to continuous professional development in adapting to diverse student needs. Advancing through experience, consistent improvement, and reflective evolution Enhancing teaching competency through learner-centric strategies Crafting approaches that suit the unique needs of every student Embracing growth
Attitude: Cultivating Pedagogical Excellence	Adapting teaching strategies for diverse learning styles in young minds Tailoring teaching strategies to embrace diverse learning styles. Sharpening teaching approaches for enhanced learning Striking a balance between open communication and support Nurturing holistic wellness in physical education for lifelong impact Fostering independence and creativity through personal challenges and real-world experiences

As a beginning teacher, I introduce many strategies during my class. For example, to really listen to your discussion, I will say the first to stand, the first to sit, the first to move, the first to

laugh, the first to smile. (FGD 1)

Cultivating Pedagogical Excellence. During the interviews, participants openly shared their personal experiences regarding the role of their beliefs in shaping teaching competence in Physical Education. Their responses unveiled the central theme of cultivating pedagogical excellence. Cultivating pedagogical excellence involves adapting strategies for diverse learning styles in young minds.

Teachers create an inclusive environment by recognizing and addressing how students uniquely absorb information. This commitment encourages customizing methods for varied student needs, ensuring dynamic and responsive practices aligned with each student's learning style. This contributes to an engaging educational experience, promoting comprehensive understanding and academic success. They emphasized that continuous learning is indispensable for their competencies as PE teachers, with some explicitly stating that:

I'm considering various teaching strategies to accommodate different learning styles and adjusting activities to suit the diverse needs of my students, especially at their age. (IDI 7)

I learned how to do things on my own. Real life experiences really challenge my will and creativity to teach. (IDI 6)

Joint Display of Quantitative and Qualitative Results

Table 6 presents a comprehensive combination of quantitative and qualitative findings, clarifying the factors facilitating and hindering curriculum implementation, learning strategies, and teaching competencies among physical education teachers. The first column delineates the research area, while the second and third columns unveil quantitative and qualitative findings. The fourth column rationalizes the nature of integration. A meticulous comparison of qualitative and quantitative data was conducted to identify similarities and differences, culminating in a cohesive result. The merging analysis centers on elucidating the nature of data integration and providing insights into the harmonious pairing of quantitative and qualitative findings. The focus of the merging analysis lies in understanding the nature of data integration, explicitly detailing the pairing of quantitative and qualitative findings that have been combined.

Merging-Converging. In the quantitative analysis, PE teachers talked about the level of implementation factors that helped and hindered implementation at the exosystem level—the mean score of 4.60, which is considered very high and

means that it is always evident. Simultaneously, in the qualitative analysis, findings reveal that participants experienced refining teaching skills and evolving themselves through continuous professional growth in teaching competence. The integration of both approaches is characterized as merging-converging, which provides a comprehensive understanding of PE teachers' competencies.

Table 6
Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Level of Curriculum Implementation Facilitating and Hindering Factors	The descriptive level of implementation facilitating and hindering factors at the exosystem level, particularly on the item <i>“pondering that successful PE curriculum implementation is positively correlated with professional development provided by the government or non- government organizations,”</i> has a mean of 4.60, interpreted as very high, which means that always evident	Participants experienced mastering academic competence and evolving themselves through continuous professional growth as regards teaching competence with the statement, <i>"I was not a cheerleader before, but since the competency requires me to teach the skill, I need to learn more and dig deeper on how to perform especially for the students who want to learn."</i>	Merging-converging

Level of Learning Strategies	The descriptive level of learning strategies of PE teachers in terms of implication, particularly on the item "trying to consider the importance, interest, or applicability of what they are going to study before they start studying," has a mean of 4.24 and interpreted as very high which means always observed	Participants also experienced difficulty facilitating immersive learning journeys within a student-centered ecosystem with the statement, <i>"I don't know the skill, but maybe because students have difficulty understanding the skill. I think one thing that we need to understand as PE teachers is that there are some competencies that hindi siya target (that are not achieved) because of the learning needs of our students"</i>	Merging-diverging
Level of Teaching Competencies	The descriptive level of teaching competencies of PE teachers in terms of results, specifically on the item <i>"learning scientific information that allows me to gain a better and deeper understanding of the subject matter,"</i> has a mean of 4.56 and is interpreted as a very high, which means always observed	Participants experienced mastering academic competence as regards teaching competence with the statement <i>"I always go back to the learning standards and teaching competencies. These are my guides for my teaching-learning activities. I don't have a problem with the competencies in PE subject alone, because I can focus my discussions and learning activities on a</i>	Merging-converging

		<i>specific competency which is PE only.”</i>	
Significant Influence	There is a significant influence between curriculum implementation facilitating and hindering factors, learning strategies towards teaching competencies with an R-squared of .53 which means 50 percent in the variability of the teaching competencies of PE teachers.	Participants also experienced cultivating a flourishing teaching journey cultivating pedagogical excellence in shaping attitude and beliefs of participants as towards teaching competencies with this statement “I would say that with my experience it would lead me to really do better every now and then, every year and reflect from previous years.”	Merging-converging

Merging-Diverging. In the quantitative phase, the data reveal the descriptive level of learning strategies of PE teachers in terms of implication, particularly on the item “trying to consider the importance, interest, or applicability of what they are going to study before they start studying,” which has a mean of 4.24 and is interpreted as very high, which means always observed. Simultaneously, it was revealed in the qualitative phase that the participants also had trouble in facilitating immersive learning journeys within a student-centered ecosystem. The integration of both approaches is characterized as merging-diverging, which indicates the complexity and multifaceted nature of PE teachers' teaching.

DISCUSSION

This study explains the status of curriculum implementation facilitating and hindering factors among PE teachers. This reveals that the curriculum implementation is notably effective, suggesting that the persistent and enduring effectiveness of the strategies and approaches employed in the curriculum implementation can be both facilitating and hindering. The results of this study agree with Palestina's (2020), which focused on the effects of exemplary curriculum implementation at multiple levels. Examining the status of learning

strategies employed by PE teachers reveals that PE teachers' learning strategies suggest that PE teachers are proficient in utilizing various pedagogical approaches, ensuring engagement in meaningful and impactful learning experiences. The result of this study aligns with the claims of Sumeracki (2019), which emphasize that 75 percent, or a high percentage, of teachers, see the importance of recognizing the adaptability of learning through the utilization of various strategies in different circumstances, acknowledging that there is no one-size-fits-all approach. Understanding different methods and their effectiveness is valuable for teachers. Moreover, assisting the status of teaching competencies, this study reveals that the teaching competencies of teachers are constantly observed, implying that educators consistently demonstrate a high level of competency in their teaching practices. The result supports the claims of Teachmint (2022), who states that high levels of teaching competencies encompass the knowledge and abilities that contribute to successful teaching.

Overall, the data presented shows that both curriculum implementation facilitating and hindering factors and learning strategies significantly influence the teaching competencies of PE teachers. These results validate the proposition of systems theory, which explores the interconnectedness of system components. Within this theoretical framework, physical education is perceived as a complex system where various components, including curriculum implementation, facilitate and hinder factors that intricately influence the teaching competencies of PE teachers. Further, the current study's result supports the findings of Mutua and Waweru (2023), which prove that curriculum implementation is an essential factor in teaching competencies to enhance education standards and that the role of teachers extends beyond imparting physical skills. Further, in parallel with the study conducted by Kember et al. (2020), it provides valuable insights into the fact that learning strategies are an influential factor in teaching competencies, emphasizing the importance of integrating diverse strategies like problem-solving, collaborative learning, and self-directed learning.

Multiple key themes regarding teaching competencies have surfaced and were experienced by the participants. PE teachers encountered challenges in facilitating immersive learning journeys within learning-centered ecosystems. The results above contradict the conclusion of Tsai (2023), which discusses the potential developments of self-directed learning, highlighting the importance of education in keeping up with adopting learner-centered approaches. Another experience was refining teaching skills, which exposed the intentional and skillful development of teaching expertise to achieve academic excellence. This experience by PE teachers on teaching competencies aligns with the discussion of Pawlak et al. (2023), who mentioned that academic competencies are

significant skills and abilities necessary for success in education. Finally, PE teachers experience evolving themselves through continuous professional growth, which suggests a commitment to the ongoing learning and development of PE teachers through active engagement in continuous improvement, seeking opportunities for professional growth, and staying updated with advancements in physical education. The experience of PE teachers validates the finding of Okseon et al. (2022), who express that continuous professional development (CPD) programs have been shown to influence teaching practice, leading to generative improvement.

These experiences empirically shape participants' attitudes and beliefs regarding teaching competencies. Cultivating a flourishing teaching journey suggests that PE teachers embrace learning by attending workshops or professional development sessions to learn about innovative approaches. Cultivating pedagogical excellence seeks opportunities to incorporate cutting-edge tools and methods into their instructional approach; this statement emphasizes the significance of consistently striving to improve teaching practices. The implication contributes to the discussion of Rasmussen and Ydesen (2019), who state that pedagogical excellence is grounded in improving educational technologies and collaboration between teachers and students.

The descriptive level of PE teachers on curriculum implementation, particularly at the exosystem level, and the teaching competencies of PE teachers in terms of results showed a merging and converging of the experiences of PE teachers' refining teaching skills and evolving themselves through continuous professional growth. This finding implies that as PE teachers actively engage in professional development and refine their teaching practices, there is a reciprocal influence on the broader context of curriculum implementation. The integration of these data supports Gautam et al. (2015) claim that curriculum implementation factors are crucial in crafting teaching competence and fostering continuous professional growth. However, integrating qualitative and quantitative findings in this study illuminates a merging-diverging nature of integration with participants' experiences on teaching competencies as they have difficulty facilitating immersive learning journeys within a learner-centered ecosystem. It implies that though PE teachers are highly proficient in utilizing various pedagogical approaches, they need help recognizing and addressing diverse learning needs in physical education instruction. This merging-diverging nature of integration contrasts with the claims of Selvakumar and Sivakumar (2023), which posit that learning strategies and immersive learning journeys are critical components in learner-centered ecosystems.

Implication for Educational Practices

The study indicates that PE teachers exhibit a high level of proficiency in curriculum implementation, learning strategies, and teaching competencies, with facilitating and hindering factors consistently influencing their practices. It emphasizes the importance of proactive and varied approaches to professional growth to enhance teaching skills within a learner-centered ecosystem. Additionally, continuous professional development is essential for PE teachers to evolve and excel in cultivating pedagogical excellence. The integration of experiences with teaching competencies highlights the ongoing process of merging and converging, especially within immersive learning environments, despite challenges in facilitating such journeys.

CONCLUSION

Based on the results and discussion, the researcher concluded that the status of curriculum implementation facilitating and hindering factors for PE teachers is described as very high, which means that they are always evident, indicating that both factors are consistently apparent in their educational practices. In addition, the high status of PE teachers' learning strategies means that PE teachers are highly proficient in utilizing various pedagogical approaches, ensuring engagement in meaningful and impactful learning experiences. Further, PE teachers' teaching competencies are rated as very high. In combined results, curriculum implementation, facilitating and hindering factors, and learning strategies significantly influence the teaching competencies of PE teachers. Based on the thematic analysis results, three main themes emerged regarding teaching competencies, including the difficulty of facilitating learning journeys within a learner-centered ecosystem; refining teaching skills explains that a proactive and varied approach to professional growth is crucial for ensuring excellence in physical education. Lastly, PE teachers experience evolving themselves through continuous professional growth. The role of experiences in shaping participants' attitudes and beliefs toward teaching competencies includes cultivating a flourishing teaching journey and pedagogical excellence. The level of description of PE teachers' work on implementing the curriculum, especially at the exosystem level, and their teaching skills as measured by results showed that they were merging and converging with time spent by PE teachers improving their teaching skills and growing as professionals. However, a merging-diverging nature of integration with participants' experiences on competencies, as they need help facilitating immersive learning journeys within a learner-centered ecosystem.

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