

Improving physical education in higher education institutions in the Philippines: Examining teachers' roles and perceptions in the implementation of CHED Memo No. 39, S. 2021

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ABSTRACT

This paper examined the implications of the Commission on Higher Education Memorandum Order No. 39, Series of 2021 on the roles and perceptions of physical education teachers. The study wants to gain a better understanding of the implications of the CHED memo on physical education teachers. This study employed a qualitative research approach in a phenomenological approach to understand the experiences of PE teachers with regards to the implementation of mentioned CMO. A purposive sample of 12 respondents made up of 9 males and 3 females were selected to answer the interview guide to gather the necessary data. Thematic analysis was the analytical techniques used to analyze the data. Ethical considerations were taken into account to ensure the trust and confidentiality of the respondents. The results revealed the positive impact of CMO 39 on higher learning institutions, including increased access to quality higher education for students, improved teaching, learning, research outcomes, and the development of a more inclusive environment. The research revealed that the implementation of the program was successful in terms of increasing student engagement and positive learning outcomes. It also highlighted the importance of teacher involvement in helping to create an effective learning environment for students. This research provides further evidence of the impact of teacher involvement in the successful implementation of educational programs, emphasizing the need for teacher support in order to ensure that students are able to achieve their learning goals.

Keywords: Physical education; teachers' role and perception; PATHFIT

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INTRODUCTION

Curriculum is an educational plan that outlines what students should learn and the sequence in which they should learn it. It is designed to help students meet certain objectives and goals, and is often based on a set of standards or guidelines (Docampo, 2021). Delivering of instruction depend on how teachers unlock their creativity and innovativeness (Culajara, 2022). In either case, curriculum is an important part of the educational process and can play a major role in determining students' academic success. Thus, physical education has a significant impact on individual development (Vengoechea & Garcia, 2020).

Physical education is an important part of the school curriculum because it helps students to develop the skills, they need to lead a healthy, active lifestyle (Doolittle,

2016). It promotes physical fitness and teaches students the importance of exercise and how to effectively use physical activity to improve their health and wellbeing. Physical education also helps to improve the academic performance of students by increasing their cognitive abilities, improving their concentration, and decreasing stress levels (Sugawara & Nikaido, 2014). Furthermore, it can help to develop social skills and build self-esteem and self-confidence. Ultimately, physical education is an important part of the school curriculum because it helps students to develop the skills and knowledge necessary to lead a healthy, active, and successful life.

The CHED Memorandum Order No.39, Series of 2021 outlines the policies, standards, and guidelines for the implementation of Physical Education at the tertiary level. It takes into account the relevant sections of the Higher Education Act of 1994, CMO 46 s. 2012, and Resolution No. 095-2019. Additionally, it aims to fulfill the constitutional mandate of Section 19 of Article XIV which calls for the rationalization of physical education across the Philippines in order to achieve international standards. Consequently, the establishment of expectations for various programs and higher education institutions in the Philippines is mandated by Republic Act 7722 and Article 14 of the Philippine Constitution. The K-12 Enhanced Basic Education Program (EBEP) focuses on developing 21st century skills in Filipino children to prepare them for employment and higher education, while the new General Education Curriculum exposes undergraduate students to numerous fields. The Physical Education program at the university level complements the K-12 Physical Education curriculum by providing the framework for physical activity development (Winnick & Porretta, 2017). It is an inclusive program that incorporates physical activity learning experiences and consistent chances for students to engage in physical activities (Solmon, 2014).

In addition, Aquino (2022) discussed that the students are expected to attend physical education classes during their first four semesters of college, as indicated by CMO No.28 series of 2015. The Physical Education program at the university level complements the K-12 Physical Education curriculum by providing the framework for physical activity development for health, wellbeing, and general quality of life (Pangrazi & Beighle, 2019). It is more inclusive because it incorporates physical activity learning experiences and consistent chances for pupils to engage in physical activities (Suryawan et al., 2022). Consequently, P.E. shall consist of organized or formal instruction classes supplemented by involvement in a variety of activities and organizations that enable students to assess, evaluate, and make informed decisions regarding their own and others' health, safety, and wellness, along with accomplishment from self-directed activities (Quennerstedt, 2019).

The Commission on Higher Education is in charge of improving the student access to quality and standard tertiary education (Adeyemo, 2019). The LSPU will start on the preparation on how the CMO.39 will be implemented in the university in accordance with the guidelines provided by the CHED. With this, the course code and description are new to every Physical Education teachers that will implement the CMO.39. This is the crucial and significant step that the researcher will provide and initiate the initiation to contribute to the needs and gaps on the existing issue and challenges that the university may encounter in implementing the CMO.39, s.2021.

Physical education teachers play an important role in the holistic development of students. They are responsible for promoting physical health and wellness, as well as teaching physical fitness and movement skills (Major & Watson, 2018). This paper aims to critically analyze the Commission on Higher Education (CHED) Memorandum No. 39, S.2021, and its implications for physical education teachers' roles and perceptions. The study seeks to identify the various implications of the CHED memo on physical

education teachers' roles and how they perceive their responsibilities in light of the memo. This paper also seeks to discuss the implications of the memo in terms of educational strategies and approaches to physical education. The findings of this study are expected to provide valuable insights into the current issues involving physical education teachers and the CHED memo, and thereby inform the development of educational strategies for physical education teachers in the Universities.

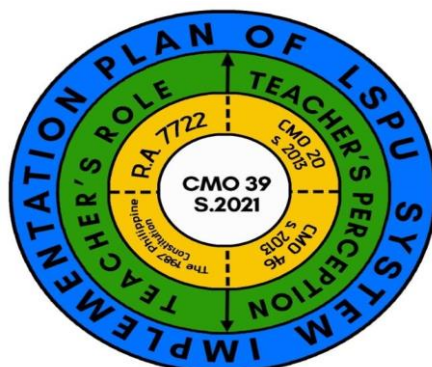


Figure 1. Conceptual Framework

The researcher wants to explore the various variables to be the basis of creating an implementation plan for CMO. 39, s. 21. This was centered from the Memorandum order of Commission on Higher Education in the guideline of implementation. The conceptual framework was anchored to the four legal bases; the 1987 Constitution of the Philippines, Republic Act 7722, CMO 20 series of 2013, and CMO 46 series 2013. With this, the researcher looks at the standards, CMO, and laws implementing the physical education courses as general education courses as the basis of its purpose. The researcher explored teachers' roles and perceptions in this new CMO which show strengths and weaknesses that will be the basis of an implementation plan of State Universities in Philippines.

Research Problem

This research will try to answer the following research questions:

1. What are the perceptions of the physical education teachers in CMO.39, s.21?
2. What roles of the physical education teachers in CMO.39, s.21?

METHOD

Study design

In this study, the researcher employed qualitative research in phenomenological approach. In order to understand a research question, qualitative research adopted an idealistic or humanistic perspective. It is used to comprehend people's thoughts, feelings, attitude, behavior, and relationships which produces non-numerical data (Leeming, 2018). This was strengthened by the study of Mohajan (2018), whose qualitative research design focused more on the humanistic experiences of the participants.

Selection of the Respondents

The researcher used a purposive sample approach to choose the respondents, who are made up of PE teachers of Laguna State Polytechnic University System. It consisted of 3 PE teachers on each campus. The research respondents were PE instructors which consisted of 9 males and 3 females' sex at birth. Four (4) out of 12 are serving the university in 7 years and 2 of them are 5 years in service. Likewise, 4 of them are 4

years in service and 2 out of 12 are 3 years in service. In terms of educational attainment, 5 of the respondents are currently enrolled in their doctorate degree and the remaining are enrolled in their master's degree.

In a non-probability sampling strategy, it is known as "purposeful sampling," the objects selected for the sample are determined at the researchers' decision (Campbell et al., 2020). In order to properly answer the research questions, the main objective of purposeful sampling is to concentrate on specific characteristics of a population that are of interest.

Instrument and Procedures

The researcher utilized focus group discussion and face-to-face interview. The researcher used interview guides that underwent expert validation to assure that the content of the questionnaire was covered and answered the objectives of the study. In a focus group discussion, a moderator (interviewer) guided a small group - often 10 to 12 people - in an organized discussion of various topics of interest. This is essentially a form of group interviewing. The discussion's path is typically prepared in advance, and the majority of moderators rely on an agenda, or moderator's guide, to make sure that all points of interest are covered (Mishra, 2016). It is also a great way to bring individuals together to discuss a certain topic of interest who have similar backgrounds or experiences. A mediator leads the participants' group by posing questions for discussion and helping them engage in lively, organic conversation among themselves. In addition, an interview guide is necessary to concentrate the study (Kallio et al., 2016). This aids the researcher in compiling the information required to complete the study's objective.

Data Collection and Analysis

The researcher used thematic analysis using themes and coding in analyzing the responses of the PE teachers. Thematic analysis is indeed a simple, adaptable, and growingly popular approach of analyzing qualitative data. Learning how to do so gives the qualitative researcher a solid foundation in the fundamental abilities required to engage in different techniques in analyzing qualitative data (Braun & Clarke, 2012).

Ethical Concerns

Some of the information and or data obtained from the respondent's participation were confidential most especially during the focus group discussion process, therefore trust and the assurance of confidentiality of information must be clearly stated to the respondents. Ethical considerations upon making research will not only mean winning the trust and confidence of your respondents, this will also reflect the credibility of the researcher and the study as well.

All the information gathered from the interview guide and during the interview process were treated with utmost confidentiality. Audio- recorded interviews were stored and filed properly and transcriptions derived from the interview reflect the actual discourse during the process including the interpretations made by the researcher.

RESULTS AND DISCUSSION

This section presented the results of our research and discuss their implications. Our findings wasanalyzed in terms of their relevance to the objectives of the study, and the implications for future research will be discussed.

Table 1. Positive Impact of Implementation of CMO 39 in Higher Learning Institution

| Data Statements | Themes |
|---|--|
| <p>T1: CMO 39 has a focus on the field of expertise not only for students but also for teachers. Teachers can choose what field they know to teach and share all the knowledge they have for the students who will acquire all the learning competencies given by the commission on higher education.</p> | <p>Focus on the PE Field</p> |
| <p>T1: Students have the freedom to choose the field they want to be better at and has a choice on how to enhance their skills. T2: It will be fair to everyone, once it is implemented CMO 39 there are students who can choose what they want to learn and the teacher will come in because it is more on their specialization. T3: If the students can really choose what they really want and for the teacher, they can focus on their specialization. T6: PATHFIT gives teachers opportunities to teach the field of expertise they have. T12: The P.E. teachers had the freedom to teach what their specialization was and the students would choose the field they wanted to learn. T7: In PATHFIT 3, it seems that the students have the right to choose which field they want to enter.</p> | <p>Academic Freedom and Fairness</p> |
| <p>T1: This new curriculum is included in the calculation of the students' general weighted average. T10: In PE, it is no longer just PE, it is now included in the calculation of the students' GWA, maybe it will be better for the students and also for us in the PE department.</p> | <p>Inclusivity</p> |
| <p>T1: Based on what was said to CMO 39, the faculty must be aligned. There must be a master's degree holder and at least 50% must be full time in the school, so the university must also pay attention to that let's check the credentials of the PE teachers so we can see if they are really capable of teaching the course and at the same time the person who will handle the PE teachers should also be aligned. T7: There is a need for vertical alignment because if we follow this CMO, many will really fall, you are not qualified if you are not aligned.</p> | <p>Faculty Alignment</p> |
| <p>T3: More advanced than what we use now. T4: My perception in CMO. 39 was a good action in the vertical alignment of competencies from basic education to higher education. This helps students to have mastery in the field they will be chosen. There is no repetition of competencies. T8: I'm a little surprised here because we already have the PE. 1 to 4 then we are implementing the new CMO. We are trying to implement this PATHFIT 1 to 4 that there will be a change again, their target is to have something new for the students because our topics in college have already been discussed. He is from high school, from senior high school to have a change in our P.E. curriculum. T9: Some changes from the previous PE 1 to PE 4 where fitness was first then let's focus on movement, then individual and dual sports, then team sports. So, here's what I know for CMO 39 in PATHFIT 1 and 2 is that first you will recognize your body's ability, about your fitness and then you will choose what will be your expertise when you come to PATHFIT 3 and 4. T10: For the students, the knowledge will be wide and at the same time for the teachers, it's not just that you just focus, here the learning that we can provide to the students will be wider, they will focus more on what ability they are really capable of. They can really improve their skills in the activity they choose.</p> | <p>Content Advancement and Alignment</p> |
| <p>T5: I am only focused on the five components, more effective because I am slowly introducing them now to PATHFIT. All you have to do is participate more in participation and then you have to create your own program. They can see that there is no pressure that I will chase this great performance to get a high grade because they just have to perform and they are doing the activity with fun and then they appreciate it more. T11: I'm not very aware of it yet, it's just going to be implemented here in our school. What is lost here is the other topic, the knowledge that can be adapted by the student, instead of being lost, it seems to be repeated again and again, so the only advantage is not having mastery.</p> | <p>Mastery and Process of Learning</p> |
| <p>T12: We have had a change from the old curriculum where it has directed what the students should do. The teacher is guiding the students and actually what happens here is like coaching because PATHFIT is more on supervision. Likewise, PATHFIT 3 and PATHFIT 4 are different types of P.E where there is mastery for students.</p> | <p>Faculty Supervision and Coaching</p> |

In the Philippines, higher education has grown and developed. It has been a crucial instrument in improving educational institutions, policies, and programs, in addition to giving students better possibilities to realize their aspirations of pursuing higher education. The CMO 39 is a comprehensive strategy intended to raise the level of higher education in Filipino students in physical education courses. Additionally, CMO 39 has

contributed to increasing access to higher education for individuals from all backgrounds. In addition, the execution of CMO 39 has increased access to higher education through the development of universities and the improvement of existing ones. Higher education institutions can now run their operations more effectively and efficiently. As a result, there have been advancements in both research and innovation as well as teaching and learning results. The strengthening of quality assurance mechanisms as a result of CMO 39 implementation also contributes to maintaining high educational standards and quality in Physical Education. Overall, the Philippines' higher education institutions have benefited from the implementation of the mentioned CMO. It has extended access to high-quality higher education, improved the efficacy and efficiency of higher education institutions' operations, and enhanced the quality of teaching, learning, and scientific interest in physical education courses. CMO 39 can be viewed as a significant step in the development of higher education in the Philippines, notably in the field of Physical Education.

Focus on the PE Field

The Commission on Higher Education (CHED) has created a new program in Physical Education, CMO 39, with a focus field of expertise that is beneficial both to students and to teachers. The program provides teachers with the opportunity to select what they should teach, as well as to share the knowledge they have obtained about the children they are teaching. This program has been designed to address the learning competencies required by CHED, which gives teachers the opportunity to develop their skills and expertise in the classroom. Through CMO 39, teachers will be able to use the knowledge they have acquired to better serve their students and provide them with the educational support they need in order to succeed. This program is a great way for teachers to stay informed about the latest educational trends and updates, as well as to gain the necessary skills needed to teach their students effectively.

[Alfrey and Gard \(2014\)](#) showed that physical education teachers found the CMO 39 programme to be beneficial for their professional development. Additionally, the study conducted by [Radina and Balakina \(2021\)](#) found that teachers who completed the programme reported increased self-efficacy and willingness to use new teaching techniques in the classroom. These findings demonstrate that the CMO 39 program has been successful in providing teachers with the necessary support and training they need to teach effectively. The follow up from the findings is to continue to improve and expand the program to ensure its effectiveness. More researches need to be done to evaluate the impact of the program on students' achievement and learning outcomes. Additionally, CHED should continue to develop and update the program to address the changing needs of students and teachers. Finally, CHED should continue to provide teachers with the necessary support and resources to enable them to effectively implement the program in the classroom.

Academic Freedom and Fairness

The statements given indicate that the implementation of CMO 39 has provided students with the freedom to choose the field in which they want to become better. This allows the students to select what they want to learn, while providing teachers with the opportunity to teach based on their individual specialization ([Fonte et al., 2021](#)). This means that teachers can specialize in a particular field and students can choose to enter that field if they wish to learn it. This system of allowing students to choose their field of study and teachers to teach based on their specialization is beneficial to both parties, as it allows each to maximize their potential. It also gives teachers the chance to teach what

they are most knowledgeable in and allows students to learn what they are most interested in. All in all, the implementation of CMO 39 has provided students with the freedom to choose their field of study while also allowing teachers to teach based on their individual specialization, creating a beneficial system for both parties.

The findings of this research are supported by a similar study conducted by [Behl et al. \(2022\)](#), which found that CMO 39 had a positive impact on both student and teacher satisfaction, with students reporting greater freedom in their choice of field and teachers reporting an increase in the satisfaction of their teaching. Furthermore, the study found that the implementation of CMO 39 resulted in an increase in students' satisfaction with their educational experience, as they felt more motivated to pursue their chosen field and had an increased sense of fairness in the educational system. The findings of these studies demonstrate the importance of academic freedom and fairness in the educational system. Providing students with the freedom to choose their field of study and teachers with the opportunity to teach based on their individual specialization allows for greater engagement and satisfaction from both parties. Furthermore, such a system encourages the development of specialized knowledge and skills, which in turn can benefit the wider community.

Inclusivity

The implementation of a new curriculum in Physical Education (PE) has a direct impact on the calculation of a student's General Weighted Average (GWA) ([Tagare & Villaluz, 2021](#)). This is an important change as it means that PE is no longer just physical education, but it is now included in the GWA calculation. This is a positive development as it will give students an incentive to take PE seriously, as well as motivate them to do their best in the subject. It will also benefit the teachers of PE, as they will be able to assess the level of students' engagement in the subject more accurately. Moreover, this change will also bring about positive changes in students' health, as it will encourage physical activity. All in all, this new curriculum in PE is a beneficial addition to the GWA calculation, as it will create a more holistic approach to student assessment.

The findings of [Marcaida et al. \(2022\)](#) are in line with prior research on the importance of physical education in student assessment. Studies have shown that physical education classes can increase students' engagement, performance, and physical activity ([Alagül & Gürsel, 2019](#)). The findings of [Tagare and Villaluz \(2021\)](#) suggest that the implementation of this new curriculum in PE could lead to improved students' engagement, performance, and physical activity. As such, the follow up from these findings could involve further research into the effects of this new curriculum on students' assessment, health outcomes, and physical activity. Additionally, further research could be conducted to evaluate the effectiveness of the curriculum in different contexts, such as different grade levels or types of physical education classes. This would help to provide further evidence to support the implementation of this curriculum in Physical Education classes.

Faculty Alignment

The statement from T1 expressed the importance of properly aligning the faculty in order to meet the requirements of CMO 39, which stated that the chairperson must have a degree in physical education or related field and had teaching experience in the subject. The statement from T7 suggested that without being vertically aligned, many faculty members would not be qualified according to the CMO. This emphasizes the importance of aligning the faculty to ensure that they meet the criteria of CMO 39. It is essential for universities to make sure that their faculties are properly aligned with the CMO in order to ensure that they are capable of teaching the subject and providing a

quality education (Kallio et al., 2016).

The article provided evidence of the importance of faculty alignment for the successful implementation of CMO 39. It also stated that faculty members need to have proper qualifications and training in order to be effective in their roles. A journal article by Kallio et al. (2016) supports the findings of this research. It was found that effective faculty alignment is a key factor for successful physical education teaching in universities. The article also discussed the challenges of faculty alignment, such as the need to balance the workload of faculty members, provide them with proper resources and support, and ensure that they have the necessary qualifications. The findings of this research and the journal article suggested that universities need to ensure that their faculty is properly aligned in order to meet the requirements of CMO 39. It is essential for universities to make sure that their faculty has the necessary qualifications and training in order to provide quality education. Likewise, universities should take steps to ensure that their faculty is properly aligned with CMO 39, including providing proper resources and support, and ensuring that they have the necessary qualifications. Universities should also take steps to ensure that their faculty is properly trained and knowledgeable in the subject that they are teaching, in order to ensure that students receive a quality education.

Content Advancement and Alignment

The statements discussed above demonstrate the changes in the physical education curriculum from PE 1 to PE 4 to the newer CMO 39 and PATHFIT 1 to 4. The focus of CMO 39 and PATHFIT 1 to 4 is to help students recognize and understand their body's abilities in terms of physical fitness and then choose activities that they are most proficient in. This curriculum change is beneficial as it allows students to have mastery in the field they choose and also provides teachers with a much wider scope of knowledge to impart to their students (Radina & Balakina, 2021). Additionally, this curriculum shift will allow students to excel in activities that they are good at and help them to improve their skills in the chosen activity.

Physical education curricula should be structured in such a way that helps students to develop their physical fitness and encourages them to engage in activities that suit their individual needs. Moreover, Plotnikoff et al. (2015) highlighted the importance of physical education in preventing obesity and other lifestyle-related diseases. They suggested that physical education should be implemented in a way that provides students with the necessary knowledge and skills to lead a healthy lifestyle. Overall, this suggests that physical education curricula should be regularly updated and aligned to the needs of the students in order to provide them with the necessary knowledge and skills to lead a healthy lifestyle. Additionally, physical education curricula should be structured in such a way that helps students to develop their physical fitness and encourages them to engage in activities that suit their individual needs.

Mastery and Process of Learning

The mastery and process of learning is an important concept to understand. It involves the development of new skills and knowledge through practice and experience (Schumacher et al., 2013). It is an ongoing process that requires commitment and dedication. At its most basic level, mastery and process of learning is about understanding the fundamentals of a subject, and then developing and honing those skills until they become second nature (Yardley et al., 2012). It requires a student to be constantly aware of their own learning process and to make adjustments in order to improve. This can involve understanding the basics of a certain subject, and then taking

the time to practice and develop those skills. The mastery of a certain subject can also involve the application of those skills into real-life situations. This means that a student must be able to assess their own knowledge and skills, and apply them in order to effectively solve problems or carry out tasks. The process of learning also involves the development of critical thinking skills. This includes being able to analyze and evaluate various sources of information, and to make decisions based on facts rather than opinions. It also involves understanding the implications of certain choices and being able to weigh up the pros and cons of different options. In order to be successful in the mastery and process of learning, it is essential that students stay motivated and committed to the process. This means setting achievable goals and regularly reflecting on progress. It also involves having a positive attitude and being willing to take risks and make mistakes. Overall, mastery and process of learning was an essential part of any successful education. It requires dedication, practice, and the ability to assess and apply the skills and knowledge that have been learned (Sweeney et al., 2020). It is a process that can take a long time, but once the students have mastered a certain subject, they will be able to take the skills and knowledge they have gained and apply them in real-life situations.

The idea behind introducing the five components slowly to the child is to create a program that is effective and not high-pressure. This way, the child can have fun and enjoy the activities, and appreciate them more, instead of feeling like they have to perform to get a high grade. Regarding PE 3 and PE 4, it appears that the same topics are being repeated, instead of introducing new knowledge that can be adapted by the students. The only advantage is that the students do not have to master the topics, but the disadvantage is that there is not much new knowledge being introduced. Therefore, it is important to consider how the topics are being introduced and what the students are expected to learn, in order to ensure that the students are gaining new knowledge and not simply repeating what they have already known.

Faculty Supervision and Coaching

The shift from the traditional approach to physical education to the new PATHFIT curriculums represents a significant change in the way teachers' guide and facilitate the learning of their students. Whereas the old curriculum had a more prescriptive approach, where the teacher determined what the students should do, the new PATHFIT curriculums are more focused on supervision and coaching. PATHFIT 3 and PATHFIT 4 are two different programs that provide teachers with the necessary tools and resources to effectively deliver these curriculums. PATHFIT 3 emphasizes the development of physical literacy and motor skills, while PATHFIT 4 focuses on the development of game-based strategies and teamwork skills. Both provide teachers with the opportunity to engage students in meaningful physical activities that support their health and wellbeing. The curriculums also provide teachers with the flexibility to make adjustments based on the individual needs of their students, allowing them to better meet the needs of their learners. Overall, the shift from the traditional approach to physical education to the PATHFIT curriculums is an important step in ensuring that students are getting the most out of their physical education classes (Tagare & Villaluz, 2021). The curriculums provide teachers with the tools and resources they need to effectively guide their students in meaningful physical activities that support their overall health and wellbeing.

Tagare and Villaluz (2021) reiterated the shift from the traditional approach to physical education to the PATHFIT curriculums is an important step in ensuring that students are getting the most out of their physical education classes. The study found that the curriculums provide teachers with the tools and resources they need to

effectively guide their students in meaningful physical activities that support their overall health and wellbeing. The authors also noted that these curriculums provide teachers with the flexibility to make adjustments based on the individual needs of their students. This allows teachers to better meet the needs of their learners and ensure that their students are getting the most out of their physical education classes. Studies should focus on assessing the effectiveness of the curriculums in improving students' performance and fitness levels, as well as determining the overall impact of the curriculums on students' health and wellbeing. Additionally, further research should be conducted to identify potential areas for improvement and ways to make the curriculums more effective. Finally, research should also examine the long-term effects of the PATHFIT curriculums on students' physical education experiences.

Table 2. Roles of Teachers in the Implementation Process of CMO. 39

| Data Statements | Themes |
|--|-----------------|
| T1: My role as a teacher, I will follow the implementation of the higher officials that our chairpersons will bring down from our heads what they have planned. T2: My role will be to be a good follower of those who should and should not be supported. It would be better if we all unite, if we study what they give to us. T4: I will follow the instructions of top management. T10: I will really follow what is needed and implemented by the university. T11: I will follow. T12: I will follow the guidelines stated by the higher officials and CMO 39. | Follower |
| T3: I will expand my knowledge in my specialization even more. T7: I should study. The students should learn and be able to share the knowledge, expertise and experiences I have. T8: I've been reading, I'm looking for something about it in PATHFIT 1 to 4. Consequently, we teachers must have initiative trying to put strategies to fit. | Self-Initiative |
| T4: Teachers are the implementers of CMO.39. They are the one who will provide instructions for students. T5: To share and to see how they appreciate the program. There should be a different program from the lower education, there is no need for repetition to be done, verticalization from the DepEd curriculum to the college is significant. T6: Teachers are the implementer to execute the objective of this CMO and to achieve these objectives. T8: We are the ones who can implement the curriculum in our classes. T9: Our role is to make sure that they can understand every PATHFIT, we have to make sure that the child can undergo PATHFIT to identify what are the strengths and weaknesses and what is the possible talent that will come out of them after they undergo this. T12: We will teach the student what is written in PATHFIT. | Implementor |
| T8: We can apply this one to our curriculum phase, we plan, we design, and we need to plan different activities that will fit the curriculum. We need to improve and look for strategies for PATHFIT. Teachers have a major involvement in the planning and implementation process. | Planner |

Teachers play a vital role in the implementation process of a CMO. They are the ones who are tasked with introducing the CMO to their students, helping them understand it, and integrating it into their lessons. Teachers must be given the necessary resources and guidance to ensure that they are prepared to support the CMO in their classroom.

Follower

The role of teachers in the implementation process of CMO 39 is to be responsible for their own actions and to follow the instructions of their higher-ups. They should be supportive of the implementation of CMO 39 and united in their efforts to study and understand what is being implemented. Teachers should be willing to follow the guidelines set by their superiors and to ensure that they are adhered to. They should also be aware of the potential challenges and pitfalls that could arise from the implementation of CMO 39 and be prepared to address them as needed. Finally, teachers should be willing to offer feedback and suggestions to help improve the process and its

results.

Jeong and So (2020) found that teachers' attitudes and commitment to the reform were important factors in the successful implementation of educational reform initiatives. Similarly, a study by Nguyen et al. (2021) found that teachers' attitudes towards the reform, their commitment to the reform, and their willingness to collaborate with other stakeholders were among the most important factors in the successful implementation of educational reform initiatives. These findings point to the importance of teachers in the successful implementation of CMO 39. They suggest that teachers need to be knowledgeable about the reform and supportive of it, as well as willing to collaborate with other stakeholders. Additionally, they suggest that teachers need to be willing to take on the responsibility for their actions and to follow the instructions of their superiors. They also need to be prepared to address any potential challenges or pitfalls that arise from the implementation of the reform. With this, there needs to be more focus on providing teachers with the necessary resources and support to enable them to successfully implement CMO 39. This support could include training, access to resources, and opportunities for collaboration and peer support. Additionally, teachers need to be made aware of the potential challenges and pitfalls associated with the reform and taught how to address them. Finally, regular feedback and evaluation of the implementation process should be conducted to ensure that it is successful and that any necessary adjustments can be made.

Self-Initiative

The role of teachers in the implementation process of CMO 39 is integral. For successful implementation, teachers must be self-initiated, knowledgeable, and engaged. They must expand their knowledge in order to better understand the CMO and be able to share the knowledge, expertise, and experiences. T3 is taking the initiative to expand their knowledge in their specialization. They are already on the right track by reading and looking for strategies to fit in PATHFIT 1 to 4. Teachers should also take the initiative to study and learn in order to better understand the CMO (T7). By expanding their knowledge, teachers can help their students to understand the CMO and be able to share their knowledge, expertise, and experiences. Teachers must also be able to engage their students in the implementation process. This means that teachers should be able to motivate, guide, and support their students as they learn and understand the CMO. Teachers must also be able to encourage and facilitate collaboration and communication between the students, teachers, administrators, and other stakeholders involved in the implementation process. Finally, teachers must be able to monitor the progress of the implementation process and provide feedback to the other stakeholders. This feedback can help ensure that the implementation process is successful and that all stakeholders are held accountable for their roles. Overall, teachers play an important role in the implementation process of CMO 39. They must be self-initiated, knowledgeable, and engaged in order to ensure the success of the implementation process. They must also be able to motivate and guide their students, facilitate collaboration and communication, and monitor the progress of the implementation process.

The University needs to ensure that teachers have the necessary training and support to be able to effectively implement CMO 39. Teachers need to be provided with the appropriate resources and training to improve their knowledge and understanding of the CMO (Seidel et al., 2013). Additionally, teachers need to be supported and encouraged to take the initiative to expand their knowledge in order to better understand and implement the CMO (Flannery et al., 2014). Furthermore, other stakeholders such as administrators and parents should also be involved in the implementation process and should provide support to teachers to ensure successful

implementation of CMO 39. Finally, efforts should also be made to monitor the progress of the implementation process and provide feedback to all stakeholders involved in order to ensure that the implementation process is successful.

Implementor

Teachers are the main implementers of CMO.39, responsible for providing instructions to students, sharing and appreciating the program, and ensuring that students understand the PATHFIT curriculum. The goal of the program is to achieve verticalization from the DepEd curriculum to the college level, avoiding repetition and enabling students to identify their strengths, weaknesses, and talents. The teacher's number one role is to provide instruction and help the students understand the PATHFIT program.

A study conducted by [Arslan \(2019\)](#) found that teachers need to be provided with appropriate training and support in order to effectively implement technology-mediated instructional strategies. Overall, the findings of this research suggest that teachers are central to the successful implementation and adoption of the PATHFIT program. Teachers need to be provided with appropriate training and support in order to effectively implement the program, and to ensure that the students understand the program and are able to benefit from it ([Chakraborty & Muyia Nafukho, 2014](#)). Follow-up research should focus on examining the extent to which teachers are successfully implementing the program and the impact of their implementation on students' outcomes. Additionally, further research should examine the effectiveness of the training and support provided to teachers in order to ensure successful implementation of the program.

Planner

Teachers play a key role in the implementation process of the CMO. 39. As part of the planning committee, teachers should be involved in the planning, designing, and strategizing stages of the process. They can provide insight and expertise on what needs to be improved, and how to adjust activities if they did not turn out as expected in the previous phases. Additionally, teachers can help to ensure that the curriculum is tailored to meet the needs of the students. This can be done by providing input on how activities can be tailored to suit different learning styles, levels, and abilities. Lastly, teachers can help to support the implementation process by monitoring and providing feedback on students' progress and performance. This feedback can be used to identify areas that need improvement and inform decisions on how to best support students.

It is found that teachers can provide valuable insights into how the implementation process can be improved, and can help to ensure that activities are tailored to meet the needs of students. Furthermore, they argued that teachers can provide feedback on students' progress and performance, which can be used to inform decisions on how to best support students ([Piercy et al., 2018](#)). The findings of this research underscore the importance of teachers in the implementation of CMOs, and provide further evidence of the value they can bring to the process. As such, it is essential that teachers are included as part of the planning process, and that they are provided with the necessary resources and support to ensure they are able to effectively contribute. Furthermore, it is also important that teachers are provided with the necessary training and support to ensure they understand the implementation process, and can effectively monitor and provide feedback on student progress and performance. Finally, it is also important to ensure that the implementation process is regularly evaluated and refined in order to ensure that it is meeting the needs of the students.

CONCLUSION

The implementation of CMO 39 in higher learning institutions has been a positive step towards the growth and development of higher education in the Philippines. It has provided a framework for the development of the Philippine higher education system, increased access to quality higher education for students from all walks of life, and improved teaching, learning, and research outcomes. Furthermore, it has also helped to create a more inclusive environment for all students, encouraged physical activity, improved faculty alignment and content advancement, and emphasized the importance of mastery and the process of learning. Additionally, the new PATHFIT curriculums have provided teachers with the necessary tools and resources to effectively guide their students in meaningful physical activities that support their overall health and wellbeing. Overall, CMO 39 has had a positive impact on higher learning institutions in the Philippines and can be seen as an important step in the advancement of higher learning.

Moreover, teachers are a critical part of the CMO 39 implementation process. They can provide valuable insight and expertise on how to best implement the program, provide instructional support to students, and help monitor student progress and performance. By taking an active role in the implementation process, teachers can help ensure the successful implementation of CMO 39. They are important members of the planning committee, responsible for providing instruction and helping students understand the PATHFIT curriculum. They also help to ensure that the curriculum is tailored to meet the needs of the students, and provide feedback on students' progress and performance. Finally, they should be self-initiated, knowledgeable, and engaged in order to ensure the success of the implementation process.

This research is limited to the Higher Learning Institution in the Philippines who will implement CMO 39, s.2021 in their school. It is recommended that CMO 39 implementation teams include teachers in the planning and implementation process. Teachers should be provided with the necessary resources and tools to effectively guide their students in meaningful physical activities that support their overall health and wellbeing. Additionally, teachers should be actively engaged in the implementation process and given the opportunity to provide feedback and insight on the program, its implementation, and its impact on student learning outcomes. By equipping teachers with the necessary tools and resources to ensure the successful implementation of CMO 39, higher learning institutions in the Philippines can further reap the benefits of this important initiative. Moreover, the findings may use in crafting action plans for better implementation of CMO.39.

For future researchers, it is recommended that they focus on researching and exploring the impact of CMO 39 in several different contexts. They should also further investigate the efficacy of the implementation process, particularly focusing on the role of teachers in the implementation process and the effectiveness of the PATHFIT curriculum. Additionally, it is recommended that future research examine the impact of CMO 39 on student outcomes, such as academic performance, physical activity levels, and overall health and wellbeing. Finally, further research should focus on developing and refining implementation strategies to ensure the successful implementation of CMO 39 in higher learning institutions across the Philippines.

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CONFLICT OF INTEREST

The authors state that this research does not have a conflict of interest with any party.

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