Physical Education Teachers' Attitudes and Utilization of Sports Activities: A Basis for Planned Behavior Framework

Jolina G. Mendez
jolina.mendez@deped.gov.ph
Philippine Christian University
Manila, Philippines

Abstract

This study examined the attitudes of Physical Education (PE) teachers toward sports activities and the extent of their utilization in instructional practice as a basis for a Planned Behavior Framework. Guided by the Theory of Planned Behavior, the research explored how teachers' attitudes, perceived behavioral control, and subjective norms influence their intention and actual use of sports activities in Physical Education classes. Using a descriptive-correlational research design, data were gathered from selected PE teachers through a validated survey questionnaire. The findings revealed that teachers generally demonstrated positive attitudes toward sports activities and a high level of utilization, particularly in promoting students' physical fitness, teamwork, and holistic development. Significant relationships were found between teachers' attitudes and their utilization of sports activities, indicating that favorable perceptions and beliefs strongly influence instructional practices. Based on the results, a Planned Behavior Framework was developed to guide teachers and school administrators in strengthening support mechanisms, enhancing professional development, and improving access to resources to further encourage effective integration of sports activities in Physical Education. The study underscores the importance of fostering positive attitudes and supportive environments to sustain meaningful and intentional use of sports activities in PE instruction.

Keywords: Physical Education teachers, attitudes, sports activities, utilization, Theory of Planned Behavior, planned behavior framework