

# Integration of Performance Tasks in Grade 12 Physical Education: Basis for Policy Enhancement

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## ABSTRACT

*This action research investigates the impact of integrating performance tasks in the Physical Education curriculum for Grade 12 students at Libertad National High School. The study's objective was to determine this approach's effectiveness as a foundation for potential policy enhancements. Using a pre-test and post-test design, students' grades before and after the intervention were analyzed through a t-test to identify significant differences. The results showed a statistically significant improvement in students' grades, highlighting the positive impact of performance-task integration on academic achievement in Physical Education. These findings support the inclusion of task-based assessments within the PE curriculum, indicating that such strategies can enhance student engagement, alleviate stress, and foster critical thinking skills. It is recommended that schools implement performance tasks more broadly in PE and explore the potential for integrating these strategies into other core subjects. By providing targeted teacher training and allocating sufficient resources, schools can effectively incorporate performance tasks across various subjects, enriching the overall educational experience and supporting deeper student learning.*

## KEYWORDS

*Performance task integration; core subjects; Academic Achievement; Physical Education; action research; policy enhancement.*

## INTRODUCTION

Integration of performance tasks ensures that students receive a comprehensive education, covering all aspects of the subject matter. That also related with teacher performance evaluation is a procedure providing a safe and supportive opportunity for individuals to engage in critical reflection to raise concerns, explore problems, and find new ways to handle situations and themselves (Sari, J., et al., 2024). This approach allows students to gain a deeper understanding of topics, their relevance, and practical applications. Performance task integration encourages students to apply critical thinking skills and problem-solving techniques in real-world scenarios, enhancing their ability to analyze, evaluate, and synthesize information (García-Hermoso et al., 2021).

Students tend to be more engaged and motivated when they are actively involved in their learning process. Recent studies suggest that integrating performance tasks can help reduce stress and anxiety, particularly among students who struggle with traditional assessments. This integration minimizes the need for extensive preparation, thereby alleviating stress and contributing to improved academic performance (Kliziene et al., 2020).

However, performance tasks can be challenging and may sometimes increase student stress, especially when tasks involve a high level of complexity or require significant time

and effort. Recent findings suggest that integrating performance tasks often includes hands-on activities, creative expression, and collaborative opportunities, which can make the learning experience more meaningful and enjoyable for students. This method can reduce stress and boost motivation, as students feel more invested in their learning (Claver et al., 2020).

In Physical Education (PE), integrating performance tasks has proven particularly beneficial. PE promotes physical fitness, motor skill development, and healthy lifestyle habits. Proper preparation and engagement in physical activities are crucial for maintaining physical health and enhancing overall well-being. Recent research has shown that physical activity positively affects mental health by reducing stress, anxiety, and improving mood and self-esteem. The integration of performance tasks in PE provides a holistic educational approach, fostering critical thinking skills and increasing student engagement, which can significantly enhance academic outcomes (Melero-Cañas et al., 2021). In the case of teaching Physical education, this subject can promote physical fitness, develops motor skills, and teaches healthy lifestyle habits. Proper preparation is essential for successful physical education classes.

Physical education requires time and effort to practice because physical activity is essential for maintaining physical health and promoting overall well-being. Physical activity has been shown to have positive effects on mental health, including reducing stress and anxiety and improving mood and self-esteem. With greater understanding comes the opportunity and ability to influence situations by exercising informed and responsible citizenship. The integration of performance tasks on core subjects is crucial for providing students with comprehensive education, developing critical thinking skills, enhancing retention and application of knowledge, increasing student engagement, and preparing students for the future. In the context of Libertad National High School, these are observable among students. These reasons fuel the researcher to conduct a study on the efficacy of integration of performance tasks on core subjects in grade 12: basis for policy enhancement.

### **Statement of the Problem**

This study aimed to determine the efficacy of integrating performance tasks in Grade 12 Physical Education as a basis for policy enhancement at Libertad National High School.

Specifically, this research sought to answer the following questions:

1. What are the grades of the Grade 12 students in Physical Education before and after the integration of performance tasks?
2. Is there a significant difference in the grades of Grade 12 students in Physical Education before and after the integration of performance tasks?
3. What policy enhancements can be proposed based on the findings of the study?

### **RESEARCH METHODS**

The researcher presented the study to the principal of Libertad National High School. After receiving approval, an orientation session was conducted with the student participants, and informed consent was obtained from the students and their parents. The study involved Grade 12 students, and the performance task presentations were both pre-test and post-test measures. A paired t-test was used to analyze the data and determine if there was a significant difference in the student's grades between the pre-test and post-test.

The subjects of this study were the Grade 12 students enrolled in Physical Education at Libertad National High School. The teacher-researcher ensured that all necessary consents were obtained before beginning the study. The research was conducted in multiple phases, following a structured process. The pre-test performance task presentations were initially

administered based on the competencies covered in the Physical Education curriculum during the 3rd quarter. Following this, the integrated performance tasks were implemented, and the post-test presentations were conducted to assess the impact of the intervention. The aligned performance tasks focused on enhancing specific competencies identified in the pre-test phase, providing a targeted approach to measure improvement in student learning outcomes.

## RESULTS AND DISCUSSION

**Table 1.** Grades of Grade 12 Students in Physical Education Before and After the Integration of Performance Tasks.

Participant	Before	After	Participant	Before	After
Male			Female		
Participant 1	89	90	Participant 29	88	89
Participant 2	85	88	Participant 30	93	96
Participant 3	89	90	Participant 31	85	86
Participant 4	93	95	Participant 32	92	95
Participant 5	89	92	Participant 33	90	82
Participant 6	89	91	Participant 34	94	96
Participant 7	87	91	Participant 35	92	95
Participant 8	85	89	Participant 36	95	97
Participant 9	92	94	Participant 37	46	93
Participant 10	88	90	Participant 38	94	97
Participant 11	87	90	Participant 39	97	98
Participant 12	90	93	Participant 40	95	97
Participant 13	91	94	Participant 41	90	95
Participant 14	90	93	Participant 42	96	97
Participant 15	92	95	Participant 43	90	94
Participant 16	90	94	Participant 44	88	89
Participant 17	85	85	Participant 45	91	96
Participant 18	88	89	Participant 46	88	90
Participant 19	87	91	Participant 47	96	98
Participant 20	96	97	Participant 48	91	94
Participant 21	88	89	Participant 49	97	98
Participant 22	92	93	Participant 50	89	91
Participant 23	87	93	Participant 51	89	93
Participant 24	95	96	Participant 52	88	92
Participant 25	94	97	Participant 53	96	97
Participant 26	96	86			
Participant 27	92	93			
Participant 28	95	97			

Table 1 presents the grades of Grade 12 students in Physical Education before and after the integration of performance tasks. The data indicate that there was a noticeable improvement in the grades of both male and female participants after the integration of performance tasks. For male participants, the majority showed an increase of 2-3 points in their grades. For example, Participant 1 improved from 89 to 90, while Participant 20 increased from 96 to 97. Similarly, female participants exhibited consistent progress, with some showing significant grade increases. Notably, Participant 37's grade rose from 46 to 93, which may indicate a considerable impact of the integrated tasks on their learning outcomes.

The trend observed in this table aligns with existing research on the positive effects of integrated performance tasks in enhancing student learning and engagement. Recent studies highlight that integrating performance tasks into core subjects can foster higher-order

thinking skills and boost students' academic performance by providing more contextual and application-based learning experiences (Montilla et al., 2023). For example, the integration of physical activities into core subjects has been shown to improve cognitive functions and academic motivation, thus enhancing student performance (Lambert et al., 2022).

Moreover, recent findings indicate that combining physical education and digital competencies significantly improves engagement and academic achievement in Physical Education (Osipov et al., 2021). Overall, the table supports the notion that performance task integration can effectively enhance students' academic achievement in Physical Education, as evidenced by the increase in grades for most participants. These findings are consistent with recent educational research highlighting the benefits of task-based learning strategies in improving student performance (Santos et al., 2020).

**Table 2.** Test on Significant Difference in the Grades of Grade 12 Students in Physical Education Before and After the Integration of Performance Tasks

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
before and after the integration	2.796	6.629	.902	.987	4.606	3.100	53	.003

Table 2 reveals a statistically significant improvement in the grades of Grade 12 students in Physical Education following the integration of performance tasks. The analysis shows a mean increase of 2.796, with a standard deviation of 6.629, indicating that student grades improved after the intervention. The standard error mean of 0.902 suggests a precise estimate of the mean difference, while the 95% confidence interval, ranging from 0.987 to 4.606, further supports the significance of this change. The t-value of 3.100 and a p-value of 0.003 confirm the effectiveness of integrating performance tasks, demonstrating that the improvement in student grades is not due to random variation but rather reflects a positive impact of the intervention.

These findings align with existing research emphasizing the advantages of performance-based tasks in boosting student engagement and academic outcomes. Montilla et al. (2023) found that integrating such tasks into the curriculum significantly enhances student motivation and performance in Physical Education (Montilla et al., 2023). Lambert et al. (2022) also observed that active learning strategies, such as performance task integration, enhance cognitive engagement, leading to improved academic achievements across subjects (Lambert et al., 2022). Similarly, Osipov et al. (2021) noted that integrating physical activities within the educational framework improves student performance and engagement, aligning with the observed increase in grades in this study (Osipov et al., 2021).

Moreover, Santos et al. (2020) supported the positive effects of task-based learning on academic performance, showing that this approach enhances student outcomes in various subjects, including Physical Education (Santos et al., 2020). In summary, combined with supporting studies, suggests that the integration of performance tasks effectively contributes to the enhancement of students' grades in Physical Education, demonstrating the educational value of this teaching strategy.

## Integrating Performance Tasks for Enhanced Student Achievement in Physical Education: A Strategic Plan for Educational Excellence

### **Rationale**

This policy enhancement plan aims to integrate performance tasks into core subjects to improve students' academic performance, particularly in Physical Education. Research suggests that active learning strategies, including performance-based assessments, lead to increased student engagement, higher academic achievement, and the development of critical thinking skills. By focusing on these aspects, the plan seeks to provide a structured approach for implementing and monitoring performance task integration, ultimately supporting improved student outcomes.

### **Objective**

To enhance student grades and learning outcomes in Physical Education through the strategic integration of performance tasks into core subject teaching.

**Table 3.** Matrix of Policy Enhancement Plan

<b>Area to Address</b>	<b>Objectives</b>	<b>Core Components</b>	<b>Intensity &amp; Length</b>	<b>In-Charge</b>	<b>Funding Resources</b>	<b>Expected Outcomes</b>
Curriculum Integration	Integrate performance tasks across core subjects	Design and implement interdisciplinary performance tasks	Ongoing throughout the year	Curriculum Specialists, Subject Teachers	School budget, grants	Improved academic performance, deeper learning
Teacher Training and Support	Equip teachers with skills for task-based assessments	Professional development workshops and coaching	Quarterly workshops	Professional Development Office	Staff development funds	Enhanced teaching practices, effective integration
Student Engagement Strategies	Increase student participation and motivation	Active learning activities, student-led projects	Weekly activities	Subject Teachers, PE Instructors	School activity funds	Higher student engagement, better learning outcomes
Assessment Reform	Shift to formative, task-based assessments	Use performance tasks as part of ongoing assessments	Bi-semester implementation	Assessment Coordinators	Educational assessment funds	Accurate measurement of student skills and understanding
Resource Allocation	Provide necessary tools for performance task integration	Allocate funds for active learning materials and training	Annual resource review	School Administration, Finance Dept.	School budget, external grants	Sufficient resources for effective task integration

### **Additional Components**

#### **Monitoring and Continuous Improvement**

Objective: To ensure the effectiveness of performance task integration and make necessary adjustments.

#### **Core Components:**

- Regular feedback collection from students and teachers.
- Mid-year and end-of-year evaluation meetings.
- Adjustments based on data-driven insights.

#### **Expected Outcome:**

An adaptable and effective policy that evolves based on feedback and performance data.

#### **Research Component**

**Baseline and Follow-Up Surveys:** Conduct surveys before and after implementation to assess changes in student performance and engagement. **Focus Groups:** Hold focus group discussions with teachers and students to gather qualitative feedback.

#### **Evaluation**

**Monthly Review Meetings:** Track participation, gather feedback, and measure progress towards objectives. **Performance Metrics:** Monitor improvements in student grades, engagement levels, and overall academic achievement as indicators of success.

### **Implementation Steps**

#### **Preparation**

- Conduct baseline surveys and focus groups to gather initial data on student performance and engagement.
- Develop tools and resources for integrating performance tasks into the curriculum.

#### **Training**

- Implement training sessions for teachers on task-based assessment and active learning strategies.
- Provide ongoing support and coaching to ensure successful implementation.

#### **Regular Assessment**

- Schedule periodic assessments and feedback collection to monitor the effectiveness of the policy.
- Make necessary adjustments based on collected data and insights.

#### **Adjustments**

Use evaluation data to refine and improve the integration strategy, ensuring it meets student learning needs.

#### **Timeframe**

**Preparatory Phase:** Baseline data collection and planning sessions at the start of the academic year. **Ongoing Interventions:** Continuous integration of performance tasks, regular workshops, and assessments throughout the year. **Annual Review:** Comprehensive evaluation of outcomes and adjustments at the end of each school year.

## CONCLUSION

The findings indicate that integrating performance tasks significantly improved students' grades in Physical Education, demonstrating the effectiveness of this approach in enhancing academic performance. The statistical analysis revealed a substantial increase in grades, consistent with existing research that supports the benefits of task-based learning for enhancing student engagement and skill development. These results suggest that integrating performance tasks within the Physical Education curriculum provides a more comprehensive and practical assessment of student abilities, fostering critical thinking and real-world application. Schools are encouraged to adopt this strategy within Physical Education to enhance overall educational outcomes, promote active learning, and better prepare students for future academic and professional endeavors.

## Recommendations

Based on the positive findings of integrating performance tasks into the Physical Education curriculum, it is recommended that schools adopt a broader implementation of task-based assessments across various core subjects. This approach can enhance student engagement, promote critical thinking, and provide a more accurate reflection of student learning. Professional development opportunities should be offered to equip teachers with the necessary skills and strategies for effectively designing and administering performance tasks, ensuring consistency and quality in execution. Additionally, schools should allocate sufficient resources, including active learning materials and support for training programs, to facilitate the integration process. Continuous evaluation and feedback mechanisms are also recommended to monitor the impact of these interventions, allowing for data-driven adjustments and improvements. By embracing these recommendations, educational institutions can foster a more dynamic, engaging, and effective learning environment that aligns with the needs of students and prepares them for academic and real-world challenges.

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