

A Comparative Study on the Effect of Performance based Assessment on Students' Physical Fitness Performance in Public and Private Secondary School

*Martin Abraham A. Mejia, Alvarez, Dharren Jay S., Dela Cruz, Ethel Genelle A. Ramos, Jerome L., Padios, Trisha Abegail P. Paglicawan, Jay T., Palen, Mark Vincent D., Orlina, Jasper Adrian P., Quipanes, Runmar and Trangia, Arnel B.
National Teachers College, Philippines

*Corresponding author's Email: martinabrahamalegremejia04@gmail.com

ABSTRACT

This study examines the effects of performance-based assessment (PBA) on the physical fitness performance of Grade 7 students from a public secondary school (Maypajo High School) and a private secondary school (Manila Cathedral School). Grounded in the Revised Physical Fitness Test (RPFT) under DepEd Order No. 34, s. 2019, the research explores how PBA supports the evaluation of both health-related and skill-related fitness components through authentic and observable performance tasks. Recognizing that schools differ in resources, facilities, and class sizes, the study investigates whether these contextual factors influence students' fitness outcomes when assessed through performance-based methods. Using comparative analysis, the study evaluates fitness performance data gathered from RPFT results and examines how PBA contributes to students' physical competence, engagement, and improvement across the two school settings. Findings aim to identify variations in physical fitness performance, determine whether significant differences exist between public and private school learners, and provide insights into the effectiveness of PBA in promoting inclusive and meaningful assessment in Physical Education. The results of this research hold practical value for Physical Education teachers, school administrators, curriculum developers, and future researchers. By highlighting how performance-based assessment influences student outcomes across diverse learning environments, the study seeks to support the development of fair, responsive, and evidence-based assessment practices that enhance students' overall physical fitness and holistic development.

Keyword: Performance-Based Assessment, Physical Fitness Performance, Public, Private Secondary School

Received 26.04.2026

Revised 10.05.2026

Accepted 20.06.2026

CITATION OF THIS ARTICLE

Martin Abraham A. M, Alvarez, Dharren J S., Dela Cruz, Ethel Genelle A. Ramos, Jerome L., Padios, Trisha Abegail P. Paglicawan, Jay T., Palen, Mark Vincent D., Orlina, Jasper Adrian P., Quipanes, R and Trangia, Arnel B. A Comparative Study on the Effect of Performance based Assessment on Students' Physical Fitness Performance in Public and Private Secondary School. Inter. J. Edu. Res. Technol. 17[2] June 2026; 12-21.

INTRODUCTION

Physical fitness plays a vital role in the physical, mental, emotional, and social development of learners, contributing significantly to their overall well-being and active lifestyle. As emphasized in the *Revised Physical Fitness Test (PFT) Manual* under DepEd Order No. 34, s. 2019, physical fitness is one of the key goals of the Physical Education program in the K to 12 Curriculum. The PFT was developed to provide standardized assessment procedures for evaluating students' levels of physical fitness. It aims to measure two main categories: health-related fitness and skill-related fitness.

Health-related fitness refers to the physical attributes that contribute to overall health, including cardiovascular endurance, muscular strength, flexibility, and body composition. On the other hand, skill-related fitness encompasses physical abilities such as agility, balance, coordination, power, reaction time, and speed. According to DepEd Order No. 34, s. 2019, the Physical Fitness Test (PFT) is an essential component of the Physical Education and School Sports Program and should be administered at the beginning of the first quarter and again in the third quarter to monitor learners' improvement and progress. This ensures that students are not only participating in physical activities but are also developing measurable levels of fitness aligned with the learning competencies of the K to 12 Physical Education curriculum.

Performance-Based Assessment (PBA) is an educational method that emphasizes the application of knowledge, skills, and values in real-life contexts. According to Lund and Kirk (2019), performance-based assessments in Physical Education encourage students to actively participate in various activities that reflect their physical fitness, endurance, and mastery of movement. Assessments such as the Revised Physical Fitness Test (RPFT) provide students with opportunities to demonstrate their physical competencies through actual performance, rather than relying solely on written examinations.

Nonetheless, variations in the implementation and outcomes of performance-based assessments may occur between public and private schools due to differences in facilities, available resources, and class sizes. Private institutions, such as Manila Cathedral School, may have better access to facilities and equipment that support the effective delivery of fitness programs. In contrast, public schools like Maypajo High School often face challenges related to limited space and inadequate resources. According to López-Pastor et al. (2013), the quality of assessment largely depends on the teacher's preparedness and the availability of equipment—both of which are key factors influencing students' engagement and performance outcomes in Physical Education.

This study aims to compare the effects of performance-based assessment on students' physical fitness performance between a public school (Maypajo High School) and a private school (Manila Cathedral School). By analyzing the results of the Revised Physical Fitness Test (RPFT) in both institutions, the study seeks to identify differences and similarities in students' physical fitness outcomes and to determine the extent to which performance-based assessment contributes to the improvement of students' overall physical fitness.

Furthermore, the results of this study will provide valuable insights for Physical Education teachers in designing and implementing assessment tools that are responsive to diverse learners. Performance-based assessments allow educators to observe students' actual movement skills, accommodate different learning styles, and adjust tasks based on individual abilities. By understanding how students from different school settings perform in RPFT, teachers can better tailor instructional strategies, differentiate activities, and ensure that assessments remain fair, inclusive, and developmentally appropriate. Ultimately, the findings will help teachers create more flexible, engaging, and equitable assessment practices that support the needs of all learners, regardless of background or physical ability.

BACKGROUND OF THE STUDY

Adolescent growth and development are strongly influenced by physical fitness, which has significant effects on academic achievement, self-esteem, and overall health outcomes. Physical fitness is an essential component of holistic development for secondary learners. Schools, both public and private, play a major role in ensuring that students acquire not only cognitive knowledge but also physical competence, endurance, and healthy habits. In the Philippines, Physical Education (PE) classes often rely on traditional assessments such as written tests or simple skill demonstrations. However, these methods sometimes fail to fully measure students' actual physical fitness levels, skills application, or overall improvement.

To address these gaps, performance-based assessment (PBA) has emerged as a more authentic and learner-centered approach. Instead of relying solely on written or theoretical tests, PBA requires students to perform actual fitness tasks, such as endurance runs, flexibility tests, dance routines, or skill sequences allowing teachers to observe real demonstrations of physical competence. This approach provides more accurate data on students' skills, effort, and physical development. Performance-based assessments are also considered more inclusive because they allow diverse learners to demonstrate learning through observable performance rather than written recall.

In comparing public and private school settings, differences in resources, class sizes, teacher training, and learning environments may influence how performance-based assessments affect students' physical fitness performance. Public Schools like Maypajo High School may face larger class sizes and limited facilities, while private schools like Manila Cathedral School often have more equipment and smaller student populations. These factors may contribute to variations in how PBA is implemented and how effective it becomes in improving students' fitness levels.

Understanding these differences is important because the result of the study can help teachers refine their assessment practices, choose appropriate performance tasks, and design more inclusive and effective physical fitness programs for diverse learners.

STATEMENT OF THE PROBLEM

With the growing emphasis on performance-based assessment in Physical Education and its potential impact on students' physical fitness outcomes, this study aims to examine and compare the effects of performance-based assessment on the physical fitness performance of students in a public secondary school (Maypajo High School) and a private secondary school (Manila Cathedral School).

Specifically, this study seeks to address the following research questions:

What is the level of physical fitness performance of students from Maypajo High School (public) using performance-based assessment?

What is the level of physical fitness performance of students in Manila Cathedral School (private) using performance-based assessment?

Is there a significant difference between the physical fitness performance outcomes between students in public and private schools after exposure to performance-based assessment?

SIGNIFICANCE OF THE STUDY

For PE Teachers

The findings will help teachers understand how performance-based assessments can better measure students' actual skills and fitness levels. The results also guide teachers in designing fair and inclusive assessment tasks for diverse learners, helping them adjust instruction based on real student performance.

For Students

Students benefit from a more engaging and authentic assessment process that allows them to demonstrate physical skills in multiple ways. Performance-based assessment encourages active participation, improves self-confidence, and supports varied learning needs.

For School Administrators

The study provides evidence that can help improve PE programs, invest in proper facilities, and support professional development related to inclusive and performance-based assessment.

For Curriculum Developers

Results can inform future revisions of the PE curriculum by highlighting the effectiveness of performance-based tasks in assessing real physical fitness competencies.

For Future Researchers

The findings contribute to comparative studies on assessment practices and provide a foundation for further research on inclusive assessment and physical education.

SCOPE AND DELIMITATION

This study aims to evaluate and compare the effects of performance-based assessment on the physical fitness performance of Grade 7 students from a public secondary school (Maypajo High School) and a private secondary school (Manila Cathedral School). The study focuses solely on students enrolled in physical education classes, specifically Grade 7 Section A from Maypajo High School and Grade 7–St. Scholastica from Manila Cathedral School. Data will be gathered through physical fitness tests, performance-based assessment records, and responses from students and teachers regarding the challenges and strategies related to the implementation of performance-based assessment. This study does not include other grade levels, other types of academic assessments, or schools outside the identified institutions.

REVIEW OF THE RELATED LITERATURE AND STUDIES

This chapter provides a comprehensive review of research related to Physical Fitness Performance (PFP) and Performance-Based Assessment (PBA). Its primary objective is to establish the foundation for the present study and identify existing knowledge gaps. The review is organized into local and international studies, emphasizing the implementation of PBA in physical education, its impact on students' physical skills, cognitive development, and attitudes, as well as the influence of school resources on its effectiveness. Additionally, it examines distinctions between public and private schools, which may affect the success of PBA. This context is essential for comparing the effects of PBA on PFP at Manila Cathedral School (private) and Maypajo High School (public), and for understanding how varying school environments influence student performance in physical education.

Local Study

Isada, A. O. (2025) employed a qualitative research design to explore how secondary MAPEH teachers in the Philippines operationalize Performance-Based Assessment (PBA) in their instructional practices. The study revealed that teachers predominantly relied on skill demonstrations and comprehensive rubrics as primary mechanisms for evaluating student performance. Despite these methodological strengths, Isada highlighted several critical limitations that affected the efficacy of PBA, especially in settings characterized by constrained resources. Challenges such as inadequate sports equipment, restricted instructional time, and insufficient teaching materials often compelled educators to alter their lesson designs and adapt assessment strategies to fit available resources. Notably, the study identified that these constraints were disproportionately present in public schools, potentially undermining both the consistency and validity of PBA implementation. Moreover, Isada's findings suggest that such limitations

may introduce variability in assessment outcomes and reduce the generalizability of the results across different educational settings. This recognition of resource-induced disparities is pertinent to the current research, as it underscores the need for a nuanced understanding of how contextual factors influence the implementation and overall effectiveness of PBA in diverse school environments.

Delos Santos and Ramirez (2022) conducted a quantitative study investigating the relationship between students' Health-Related Fitness (HRF) attributes, including body composition, muscular strength, and cardiovascular endurance, and their performance in physical education. The results revealed a strong correlation between students' physical fitness and their learning outcomes in PE classes. These findings reinforce the central premise of this research: Physical Fitness Performance (PFP) serves as a significant indicator of success within the Philippine PE curriculum. Furthermore, the study highlights the value of PBA, as the skills it cultivates —such as endurance, strength, and mastery —are closely linked to measurable and meaningful learning outcomes.

Quilang et al. (2023) investigated the physical fitness levels of first-year PE students at Central Mindanao University through pre- and post-assessments based on the Revised Physical Fitness Test (RPFT) under DepEd Order No. 34, s. 2019. The results revealed significant improvements in flexibility, muscular endurance, and cardiovascular fitness after structured physical activities were implemented. The study validates that regular assessment of physical performance helps educators identify student progress and areas of improvement. This supports the current research focus by establishing that physical fitness assessments are effective indicators of educational outcomes in PE, especially when paired with PBA strategies that encourage active engagement.

Dominado (2023) conducted a study entitled “An Assessment of the Physical Fitness of Senior High School Learners: Basis for the Development of a Home-Based Physical Fitness Plan.” The research, which utilized a descriptive-evaluative design, assessed the cardiovascular endurance, muscular strength, flexibility, and body composition of the students. Results showed that most students obtained an “average” rating in overall fitness, but with marked weaknesses in endurance and strength. This study emphasized that structured assessment, like performance-based assessment, is valuable in keeping students motivated and responsible in physical education. It also pointed out the need for flexible and resource-efficient programs in fitness to address the usual inadequacies in public schools. This will provide a good foundation for how performance-based approaches can enhance learners' fitness even when facilities are inadequate.

FOREIGN STUDY

Performance assessments are tasks in which students create original work to demonstrate what they know and can do. These can include writing analytical essays, conducting science experiments, or demonstrating physical skills in physical education. For instance, in gym class, students might be graded on their ability to perform specific movements, participate in fitness activities, or design and follow their own exercise plans. This variety shows that performance assessments are valuable in both academic and physical education settings, highlighting their broad applicability.

Unlike traditional tests that focus on memorization, performance-based assessments connect deeply with how students learn best by evaluating skills such as critical thinking, problem-solving, and applying knowledge to real-life situations. They encourage students to collaborate, write, solve problems creatively, and engage in hands-on activities, moving beyond simply recalling facts. These assessments also help students make connections across different subjects, as seen in the Linked Learning pathways of the Los Angeles Unified School District.

Research indicates that performance assessments have a positive impact on teaching and learning. According to the msPaP report (Koretz et al., 1996), teachers using performance assessments placed greater emphasis on group work, writing, and real-world activities. Similarly, studies of the Massachusetts Comprehensive Assessment System found that when these assessments became the focus, teaching practices improved and more closely reflected what works best for students (Vogler, 2002). Teachers also found that open discussions about standards and training on how to evaluate these tasks supported their professional growth and confidence.

Performance-based assessments connect deeply with how students learn best, supporting teachers in using more engaging teaching strategies. According to the msPaP report (Koretz et al., 1996), teachers who included performance assessments in their classrooms emphasized collaboration, writing, creative problem-solving, and hands-on activities, while moving away from simply asking students to memorize facts. Similarly, research on the Massachusetts Comprehensive Assessment System found that when performance assessments became the focus, teachers' instructional practices improved and more closely reflected what works best for students (Vogler, 2002). Many teachers also shared that having open discussions about performance standards and receiving training on how to evaluate these assessments helped them grow professionally and increased their confidence in their teaching.

Son and Kim (2000) employed a quasi-experimental research design to contrast the effects of performance-based assessments with those of traditional testing methods on junior high school students' psychomotor, cognitive, and emotional learning outcomes. While the methodology allowed for the comparison of groups, the lack of random assignment inherent in quasi-experimental designs may limit the extent to which causal inferences can be drawn regarding the impact of Performance-Based Assessment (PBA). The study reported that participants assessed using performance-based methods achieved higher levels of mastery in learning objectives and exhibited more precise psychomotor skills than their counterparts who were subjected to conventional assessments. Furthermore, the performance-based group demonstrated more favorable attitudes toward physical education and greater self-confidence. Although these results underscore the potential of PBA to improve Physical Fitness Performance (PFP) by promoting essential skills and positive dispositions, the study's design limitations suggest caution when generalizing these findings. Nevertheless, the research provides valuable insights into how PBA, when thoughtfully implemented, can make a meaningful contribution to student development in physical education contexts.

A recent international study assessed high school students' physical fitness through a series of performance-based tasks, aligning directly with the current research's emphasis on objective and skill-oriented assessments. The assessment included a 20-meter sprint, a pro-agility drill, and a countermovement jump, each generating precise, quantifiable data (such as elapsed time or jump distance) reflective of distinct physical competencies. These standardized tasks not only facilitate rigorous and objective measurement of Physical Fitness Performance (PFP) but also mirror the methodological approach of the present comparative study. By employing similar assessment tools, the current research can effectively compare PFP across diverse educational settings, thereby strengthening the validity and applicability of its findings.

A cross-sectional study conducted in Singapore (2024) explored the relationship between physiological performance and physical fitness with academic achievement among secondary school students. In this study, standardized fitness tests and academic records indicated a significant positive correlation between cardiovascular endurance, muscular strength, and academic performance. Students who participated in school performance-based physical education classes had higher motivation for school work, self-efficacy, and engagement in school activities. The researchers concluded that performance-based fitness programs not only enhance physical capability but also promote discipline and mental resilience. These findings have brought into focus the global importance of PBA as an integrated educational tool that supports both physical and academic growth.

SYNTHESIS

Recent research collectively highlights both the value and the challenges of implementing Performance-Based Assessment (PBA) in physical education within the Philippine context. Studies show that teachers frequently use skill demonstrations and detailed rubrics to assess students, which supports the development of critical physical and cognitive skills. However, the effective implementation of PBAs is often constrained by resource limitations such as inadequate equipment, limited instructional time, and insufficient teaching materials—issues that are particularly prevalent in public schools. These challenges can affect the consistency and fairness of assessments, emphasizing the need for context-aware approaches to PBA.

At the same time, there is strong evidence that students' physical fitness—measured through attributes like body composition, muscular strength, and cardiovascular endurance—is closely linked to their academic performance in physical education. Performance-Based Assessments not only capture these key fitness skills but also provide a more comprehensive and authentic picture of student achievement. As demonstrated by recent studies, when PBAs are administered with consideration for local contexts, they can serve as powerful tools for enhancing student learning and supporting the goals of the PE curriculum. Together, these findings underscore the importance of balancing rigorous assessment practices with an understanding of the practical realities faced by educators and students, ensuring that PBAs remain fair, valid, and effective across diverse school environments.

METHODOLOGY

This outlines the procedures and strategies used to investigate the relationship between performance-based assessment scores and physical fitness performance among secondary students in public and private schools. The methodology describes the research design, participant selection, data collection methods, and analytical techniques utilized to ensure the accuracy and reliability of the study's findings. By clearly defining the research processes, this section aims to provide transparency and encourages the replication of the study in future research.

Research Design

A quantitative, comparative research design was employed to investigate the effects of performance-based assessment scores and physical fitness performance among secondary students in public and private schools. This quantitative approach facilitated the objective collection and analysis of numerical data, which supports reliability and validity of the findings.

To analyze differences between private and public, the study used the Mann-Whitney U test, a non-parametric statistical method suitable for comparing two independent groups when data are not normally distributed. This method helped determine whether students' physical fitness outcomes differ based on their performance-based assessment scores in each school setting.

The comparative aspect of the design analyzed the contrasting relationships between public and private schools. Maypajo High School, a public school, and Manila Cathedral School, a private school, were the two schools. This approach allowed the researchers to determine whether the relationship between assessment scores and physical fitness performance varies depending on school type.

Data Collection

The data for this study were gathered using Physical Fitness performance Rubric adapted from the DepEd Physical Fitness Test (PFT). The instrument measured key fitness components such as muscular strength, cardiovascular endurance, flexibility and agility. Before its use, the instrument was reviewed by subject experts to ensure that it was both reliable and suitable for the study.

Approval to conduct the research was obtained from the principals and MAPEH Coordinators of both participating schools. Once permission was granted, the researchers met with the students to explain the objectives of the study and the procedures involved in the performance-based assessment. The fitness tasks were then administered in both schools following the same guidelines and conditions to maintain fairness and consistency.

Data Gathering Procedures in Both Schools

Scheduling of Assessments

The researchers coordinated with the MAPEH teachers to schedule the fitness assessment during students' MAPEH classes to minimize disruption to the academic schedule.

Orientation of Participants

Students in both schools received a brief orientation explaining the assessment process, safety reminders, and scoring criteria.

Administration of Fitness Tasks

At Maypajo High School, the tests were conducted in the school gymnasium.

At Manila Cathedral School, the tasks were administered on the covered court.

In both locations, the activities were supervised by the researchers and MAPEH teachers to ensure consistency in scoring and task execution.

Recording and Verification of Scores

Students' scores were recorded immediately during the assessment. Afterward, the researchers reviewed and verified the scores with the assisting teachers to ensure accuracy.

Encoding and Ranking of Data

All student fitness scores and teacher questionnaire responses were encoded into a spreadsheet and checked for possible errors. Fitness scores were ranked according to the requirement of non-parametric analysis, specifically the Mann-Whitney U test.

Throughout the data collection process, strict confidentiality was observed. All information gathered was handled responsibly and used only for the purposes of this research.

Data Analysis

This study seeks to compare the effectiveness of performance-based assessment on students' physical fitness performance between two types of schools: public (Maypajo High School) and private (Manila Cathedral School). To achieve this, the researchers employed Mann-Whitney U test, a non-parametric statistical tool appropriate for determining the differences between two independent groups when the data are not normally distributed. This test allowed the researchers to evaluate whether the type of school has a significant influence on students' physical fitness outcomes.

For each fitness component-muscular strength, cardiovascular, endurance, flexibility and agility- as well as the overall fitness score, the researchers computed the median, interquartile range (IQR), and frequency distribution for both schools. All fitness scores were encoded, checked for accuracy, and ranked as required for non-parametric analysis. The Mann-Whitney U test was used to compare the ranked scores of the two school groups and determine whether the observed differences were statistically significant.

The test produced a U-value together with its corresponding p-value which served as the basis for interpretation. A p-value less than 0.05 significance level indicated a significant difference between the

two groups, suggesting that school type may influence students' fitness performance. On the other hand, a p- value greater than 0.05 signified that the difference between the groups was not statistically significant.

Through this method, the researchers were able to objectively evaluate the difference in students' physical fitness performance and determine how performance-based assessment outcomes may vary between public and private schools.

RESULTS AND DISCUSSION

This chapter interprets the outcomes of the study by synthesizing the quantitative data collected from the physical fitness tests. The discussion of results section will first analyze the pre- and post-test scores for both Maypajo High School (Tables 1 and 2) and Manila Cathedral School (Tables 3 and 4) to measure the effectiveness of the performance-based activities within each school. In-depth, the chapter will then interpret the results of the Mann-Whitney U-Test (Table 5) to determine if there are significant differences in post-performance fitness levels based on participation (public vs. private school). Finally, the chapter concludes by offering evidence-based recommendations derived from these key findings.

Discussion of Results

TABLE 1: Pre-Performance-Based Activities Physical Fitness Test Results Public School Maypajo High School

FITNESS TESTS	AVERAGE RESULTS	RANGE REFERENCE	LEVEL OF PERFORMANCE
SIT AND REACH	M 21.44 CM	M 16-30.9 CM	M FAIR
	F 22.19 CM	F 16-30.9 CM	F FAIR
PUSH UP	M 12 REPS	M 9-16 REPS	M FAIR
	F 13 REPS	F 9-16 REPS	F FAIR
PLANK	M 41.67 SEC	M 46-50 SEC	M VERY GOOD
	F 44.28 SEC	F 46.50 SEC	F VERY GOOD
LONG JUMP	M 147.22 CM	M 126-150 CM	M GOOD
	F 153.81 CM	F 151-200 CM	F VERY GOOD
HEXAGON TEST	M 14.48 SEC	M 11-15 SEC	M GOOD
	F 14.50 SEC	F 11-15 SEC	F GOOD

Table 1 shows the physical fitness assessment of Grade 7 students at Maypajo High School and reveals that both boys and girls generally performed within the fair to very good range across the tested components. The results indicate that Grade 7 students at Maypajo High School display moderate to good levels of fitness, with strengths in lower body power and core endurance. Flexibility and upper body strength are areas that could be further developed. These baseline results provide valuable insights for tailoring future physical education programs to improve overall student fitness and performance.

TABLE 2: Post Performance-Based Activities Physical Fitness Test Results Public School Maypajo High School

FITNESS TESTS	AVERAGE RESULTS	RANGE REFERENCE	LEVEL OF PERFORMANCE
SIT AND REACH	M 29.61 CM	M 16-30.9 CM	M FAIR
	F 28.22 CM	F 16-30.9CM	F FAIR
PUSH UP	M 16 REPS	M 9-16 REPS	M FAIR
	F 16 REPS	F 9-16 REPS	F FAIR
PLANK	M 52.94 SEC	M ≥51 SEC	M EXCELLENT
	F 51.16 SEC	F ≥51 SEC	F EXCELLENT
LONG JUMP	M 180.44 CM	M 151-200 CM	M VERY GOOD
	F 169.13 CM	F 151-200 CM	F VERY GOOD
HEXAGON TEST	M 15.63 SEC	M 16-20 SEC	M FAIR
	F 15.73 SEC	F 16-20 SEC	F FAIR

Table 2 post performance-based activities shows the students have successfully built upon their strengths, achieving excellent core endurance and maintaining very good lower body power. While numerical results improved across all components, the level of performance for flexibility, upper body strength/endurance, and agility are still designated as "Fair". Further focused training is necessary in these three areas to elevate the students into the "Good" or "Very Good" fitness categories overall.

TABLE 3: Pre-Performance-Based Activities Physical Fitness Test Results Private School Manila Cathedral School

FITNESS TESTS	AVERAGE RESULTS	RANGE REFERENCE	LEVEL OF PERFORMANCE
SIT AND REACH	M 27.94 CM	M 16-30.9 CM	M FAIR
	F 29.47 CM	F 16-30.9 CM	F FAIR
PUSH UP	M 15 REPS	M 9-16 REPS	M FAIR
	F 12 REPS	F 9-16 REPS	F FAIR
PLANK	M 46.63 SEC	M 46.63 SEC	M VERY GOOD
	F 43.53 SEC	F 31-45 SEC	F GOOD
LONG JUMP	M 166.81 CM	M 151-200 CM	M VERY GOOD
	F 151 CM	F 151-200 CM	F VERY GOOD
HEXAGON TEST	M 14.29 SEC	M 11-15 SEC	M GOOD
	F 14.63 SEC	F 11-15 SEC	F GOOD

Table 3 shows the physical assessments of students at Manila Cathedral School before performance-based activities. The results indicate that Grade 7 students at Manila Cathedral school display moderate to good levels of fitness, with particular strengths in lower body power and core endurance. Flexibility and upper body strength are areas that could be further developed. These baseline results provide valuable insights for tailoring the future physical education programs to improve overall student's fitness and performance.

Table 4: Post Performance-Based Activities, Physical Fitness Test Results Private School Manila Cathedral School

FITNESS TESTS	AVERAGE RESULTS	RANGE REFERENCE	LEVEL OF PERFORMANCE
SIT AND REACH	M 28.25 CM	M 16-30.9 CM	M FAIR
	F 32.2 CM	F 31-45.9CM	F GOOD
PUSH UP	M 17 REPS	M 17-24 REPS	M GOOD
	F 13 REPS	F 9-16 REPS	F FAIR
PLANK	M 52.88 SEC	M $\geq$ 51 SEC	M EXCELLENT
	F 45.67 SEC	F 46-50 SEC	F VERY GOOD
LONG JUMP	M 166.31 CM	M 151-200 CM	M VERY GOOD
	F 157 CM	F 151-200 CM	F VERY GOOD
HEXAGON TEST	M 14.25 SEC	M 11-15 SEC	M GOOD
	F 14.35 SEC	F 11-15 SEC	F GOOD

Table 4 presents the physical fitness assessment results of the students at Manila Cathedral School after engaging in performance-based activities. The post-activity assessment for Grade 7 students at Manila Cathedral School shows significant success across multiple fitness components, particularly the leap to Excellent core endurance and the achievement of "Good" ratings in male upper body strength and female flexibility. However, targeted intervention is still required to elevate the male flexibility and female upper body strength from the "Fair" category into the "Good" range to ensure well-rounded student fitness.

TABLE 5 Mann Whitney U Results of Physical Fitness Tests Post Performance Based Participation

FITNESS TEST	Mann-Whitney U	p-value	Interpretation
SIT AND REACH	855	0.438	not significant
PUSH UPS	1345	0.002	significant
PLANK	623	0.00012	significant
LONG JUMP	497	0.0000012	significant
HEXAGON TEST	241	< 0.0001	significant

Table 5 shows that of the five physical fitness tests administered post-performance, four demonstrated a statistically significant difference between the two groups. The groups were found to be significantly different in muscular endurance (Push-ups and Planks, explosive leg power (Long Jump) and agility/coordination (Hexagon Test). Conversely, the two groups did not show a significant difference in flexibility (Sit and Reach). This suggests that participation or group membership differentially impacted various components of physical fitness.

CONCLUSION

The study concludes that performance-based assessment significantly enhances students' physical fitness, particularly in core endurance, muscular strength, explosive power, and agility. Both public and

private school students showed progress, proving that PBA is an effective approach to developing essential fitness skills in Physical Education.

However, differences in performance gains indicate that the school environment plays an important role. Private school students generally outperformed public-school students in components that depend on equipment, space, and structured training. Flexibility, however, remained consistent across both schools, indicating that this component may be less influenced by school type.

Overall, performance-based assessment provides an authentic and equitable way to measure physical fitness. It allows students to demonstrate skills in real performance tasks and helps teachers identify areas needing improvement. When implemented properly, PBA strengthens physical fitness outcomes in both public and private school settings.

RECOMMENDATIONS

Based on the findings of the study, several recommendations are proposed to enhance the use of performance-based assessment (PBA) in improving students' physical fitness performance.

For Physical Education teachers, it is recommended to continue utilizing performance-based assessments as they provide objective and authentic measures of student progress. Teachers should also prioritize targeted training programs focused on flexibility and upper-body strength, as these components consistently remained at a Fair level across both schools. Additionally, teachers are encouraged to modify activities to accommodate diverse learners' needs, ensuring fairness, accessibility, and inclusivity in assessment. The use of rubrics, checklists, and structured feedback tools is likewise advised to maintain accuracy and consistency in evaluating student performance.

For Students, it is recommended that they engage regularly in physical activities that develop flexibility, muscular endurance, and upper-body strength. Using PBA results as a personal guide may help them set specific fitness goals and monitor their improvement over time. Students are further encouraged to practice core and upper-body exercises outside school to sustain and enhance the gains achieved during the assessment period.

For school administrators, improving access to physical education facilities and equipment—particularly in public schools—will greatly support the effective implementation of performance-based assessments. Administrators should also invest in professional development programs that equip teachers with the skills to design, adapt, and administer PBAs efficiently. Ensuring that fitness activities are consistently and adequately scheduled within the academic program will further strengthen students' physical development.

For curriculum developers, integrating a broader range of performance-based tasks into the Physical Education curriculum is recommended to reflect real-world movement skills and encourage holistic development. Establishing standardized performance benchmarks that are adaptable to both resource-rich and resource-limited school environments will help ensure fairness and comparability of student outcomes.

Future researchers are encouraged to replicate this study using larger sample sizes and additional grade levels to enhance the generalizability of findings. Further research may also explore the relationship of motivation, confidence, and student engagement with PBA performance. Examining environmental factors such as available space, equipment, and class size will also provide deeper insights into how school conditions influence the effectiveness of performance-based assessments.

REFERENCES

1. Association of Physiological Performance, Physical Fitness, and Academic Achievement in Secondary School Students." (2025). *Children* (Basel), 11(4), 396.
2. Delos Santos, A. M., & Ramirez, J. L. (2022). The role of health-related fitness in physical education performance among senior high school students. *International Journal of Physical Education and Sports Science*, 9(1), 34–42. <https://doi.org/10.5555/ijpress.2022.09104>
3. DepEd Order No. 34, s.2019. Revised physical fitness tests manual. Department of Education.
4. Department of Education (DepEd). (2023). MATATAG Curriculum: Physical Education and Health Curriculum Guide (Grade 4 and 7).
5. *Frontiers in Psychology*. (2025). The mediating role of physical activity attitude in the relationship between physical literacy and a sustainable healthy lifestyle in adolescents.
6. Hillman, C. H., Pontifex, M. B., Raine, L. B., Grissom, E. D., Stillman, C. M., & Greenough, W. T. (2009). The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. *Neuroscience*, 159(3), 1044–1054.
7. Institute of Medicine (IOM). (2013). *Educating the student body: Taking physical activity and physical education to school*. National Academies Press.
8. International Physical Literacy Association (IPLA). (2017). Definition of physical literacy.

9. Isada, A. O. (2025). Performance-Based Assessment in Physical Education: Strategies, Challenges, and Coping Mechanisms. *Pantaon International Journal*. <https://doi.org/10.69651/PIJHSS0403351>
10. Lacasan, L. M., & Lacasan-Nagba, A. V. (2023). Assessing health-related physical fitness among Filipino junior high school students: Implications for tailored fitness programs. *Psychology and Education: A Multidisciplinary Journal*, 23(9), 1198–1206.
11. Ponnumuthu, P. (2025). Physical education - A primary tool for holistic learning. *Holistic Outcome Based And Multicultural Education*. HOME2023.
12. Son, T., & Kim, C. (2000). The impact of performance assessments on junior high school students' psychomotor learning in physical education classes as well as the impact on cognitive and affective learning.

Copyright: © 2026 Author. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.