International Journal of Theory and Application in Elementary and Secondary School Education (IJTAESE)
Vol. 5 No. 1 (2023)
https://doi.org/10.31098/ijtaese.v5i1.1086

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Research Paper

Factors Influencing Learners' Participation in Physical Education in The New Normal: An Input to Curriculum Development Program

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Received: November 15, 2023	Revised: February 10, 2023	Accepted: April 14, 2023	Online: April 30, 2023

Abstract
This study focused on determining the factors that influence the learners' participation in Physical Education (PE) under the New Normal; it also investigated perceptions about teaching quality, level of readiness in distance learning, and the mean level of participation in PE in accordance to MELCS. It further looked into the significant relationships between factors of teaching quality; learners' level of readiness to distance learning as against learners' participation; and learners' demography. This study offers a lot of learning opportunities about simplified and essential teaching modalities, which are focused and easy for learners, under the New Normal environment and under the threat of being infected with Covid-19. Frequencies, percentage, means, standard deviation, Pearson product moment of correlation, multiple linear regression, and hierarchical linear regression were the statistical tools applied in the analysis of data collected from selected Junior High School learners from 25 districts in the Division of Laguna. Major findings from the study are that (i) learners have a high level of perception of teaching quality in terms of cognitive activation, supportive climate, and classroom management; (ii) learners have a high level of readiness on distance learning in terms of availability of technology, use of technology, self-confidence, acceptance, and time management skills; and (iii) a high mean level on learner's participation in PE according to their respective MELCS in terms of personalized exercise programs, physical activity participation, physical activity/fitness assessment, and skills demonstration. This study recommended that physical education teachers may provide students with more enhanced and localized activities that are tailored to their interests and appropriate for this new normal setting.

Keywords *learners' participation, readiness, physical education activity*

INTRODUCTION

'The adversities of education under the New Normal are not comparable to the mounting pressure on optimizing pedagogical practices of teachers. Due to the demand to have a curriculum overhaul to tailor to students' needs, this has greatly affected the learning environment as well as the attitude of our learners towards educational development, particularly in physical education. Nonetheless, the role of teachers in education should not be influenced by negativity. The development of a learner's inner core, particularly developing the basic set of education, should never be derailed (OECR, 2018). Instead, it is imperative to recognize that a learner's individual learning and commitment to their country are the cornerstone of a learner's education, and therefore, education must be sustained on myriad distance platforms.

The Department of Education (DepEd) Secretary, Leonor Magtolis, emphasized that education should continue no matter what strategy the teachers are using. On the other hand, regardless of the methods and strategies to be used by the teachers, the common purpose is that children must continue to learn. Therefore, it is essential for teachers to assist learners to find out and develop

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their capabilities to prepare them for a lot of useful learning and activities. These activities shall boost the learners' interests, make them adjustable, and will enable them to cope with the new learning set up. Due to the present state of education, the so-called new normal, teachers should endlessly discover, innovate, and create changes for them to become competent.

The Department of Education (DepEd) has an issuance on flexible learning and resources, DepEd Order No. (DO) 21, s. 2019, or the K-12 Basic Education Policy Guidelines. The implementation of Flexible Learning Options (FLOS) with various delivery modes and related learning resources that are responsive to learners' needs, contexts, circumstances, and diversity, continues to address the problems of learners who belong to the poor or to families with minimal income, no access to the internet, and no gadgets. In addition, several studies have reported that in Asia, the Philippines has the worst internet access. As a result, difficulties would include impartiality issues, learners' security and safety, and lower-than-expected learning quality.

Distance learning is an active kind of education that involves students in real-world job situations. It blends planned classroom learning activities into the curriculum, allowing students to apply knowledge and skills learned in class. Distance learning allows learners to participate and communicate while also demonstrating important abilities required for today's new normal. "So, we are heading into a new normal because we are constructing a brave new world," said DepEd Secretary Briones, "and we have to start with the kindness, courage, initiative, rational perception of difficulties, and persistent optimism and confidence that we can conquer, children." According to the DepEd Secretary (dated May 11, 2020), creating a favorable learning environment via the child's perspective is critical for them to develop competency in applying the topics they've learnt in class.

Moreover, changes in the grading system, assessment, and evaluation of learners' performance pose a challenge for every teacher and school administrator. Assessment in Physical Education (PE) is not confined to paper and pen assessments. Physical education subjects demand greater practical performance than other disciplines. For assessment in PE, all learners must be physically present in order to be evaluated by performance tests. However, this becomes a challenge for all teachers, as the school must transition to the new normal where teaching and learning are going online.

For this reason, the researcher saw the big challenge that lies in what new teaching and learning skills do educators need to support and encourage participation among the students in their physical activity and how they can continue to develop as professionals in the current situation. In order to determine the factors that influence the learner's participation in Physical Education in the new normal that impact students' interest and preparedness, such as; Learners' perception of PE teacher's teaching quality, Readiness to remote instructions in the light of the COVID-19 pandemic. the researcher formulated the following research questions:

1. What is the learners' perception of Physical Education teacher's teaching quality in terms of: cognitive activation; supportive climate; and classroom management
2. What is the learners' level of readiness on distance learning in terms of: availability of technology; use of technology; self-confidence; acceptance; and time management skills?
3. Is there any significant relationship between learners' perception of Physical Education teachers' teaching quality and learner's participation in physical education?
4. Is there any significant relationship between learners' level of readiness on distance learning and learner's participation in physical education?

In order to attain these goals, the researcher utilized descriptive correlational research design. It includes studies using survey questionnaires to be answered by respondents for data collection (Creswell, 2012, p.340). Respondents are limited only to the selected junior high school learners of the 25 districts in the Division of Laguna wherein the perception of the learners on the

factors affecting their P.E. involvement or participation for the school year 2021-2022. The results were used as an input to Curriculum Development Program on selected junior high school in Laguna.

LITERATURE REVIEW

Quality teaching is critical to educational outcomes and reform around the world. Effective remedies to a global learning crisis will rely on ensuring high-quality instruction on a global scale. Measurement and evaluation of teaching quality are thus critical: any attempts to improve the quality of education that children receive rely on precise measurement of that quality. Focusing on pedagogy, especially when looking at how teachers teach, according to Penfold (2020), limits what we can learn about how well teachers actually know their subjects. For example, many teachers are noticed who have excellent pedagogical skills and a diverse repertoire but lack subject expertise.

Teaching quality has a considerable impact on students' learning and outcomes, according to previous research. Previous research has consistently demonstrated that what instructors do in the Learners' learning is influenced by the classroom, and having excellent teachers makes it possible for learners to reach their full potential. The term "teaching quality" refers to the interactions in the classroom between teachers and learners. It stays primarily connected to teaching methods that help learners achieve better informative outcomes in the classroom. Despite the fact that it is a developing trend, the research issue appeared to have a lot of conceptual uncertainty. Despite the fact that multiple terminologies have been used interchangeably to represent the same notion, academics generally agree that the quality of classroom processes has a considerable impact on students' learning and performance. According to Ruiz et.al., (2021), positive teaching quality is defined as teachers' actions that promote learners' desires for independence, competence, and connectedness. Independence, in this context, denotes the impression of being able to do something without being influenced by outside forces, such as learners believing that their school actions come from them and the academic actions are aligned with personal interests.

In addition, Self-determination Theory (STD) emphasizes the importance of forming and maintaining strong and meaningful relationships among the students. When students realize that their sentiments are being acknowledged and that they are special and important to them, they often feel closer and more connected to their teachers. Using SDT as a reference, several authors explored teaching quality characteristics and instructor behaviors that fulfill those learners' needs. Several authors have identified a variety of strategies for fostering student autonomy, including providing meaningful and explanatory rationales, nurturing students' inner motivational resources, providing meaningful choices, acknowledging students' negative feelings, encouraging their participation in class, and using non-controlling language. On the other hand, some academics have encouraged teachers to provide an optimal challenge and to focus on students' competency. To organize and structure the classes, as well as to provide positive and specific comments on the process. Finally, Stroet et al. (2016) suggest that teachers pay attention to learners' feelings and demonstrate interest and trust in order to support their need for connectedness.The three fundamental characteristics of teaching excellence are cognitive activation, a supportive environment, and classroom management. They are included in the following section.

Physical Education is an excellent forum for discussing public health concerns and assisting children in developing "the knowledge, skills, and confidence to engage in a lifetime of healthful physical activity." As a result of the pandemic-induced shift to online training, PE teachers encountered a variety of challenges. Teachers having little or no experience in distant PE instruction lacked competence and relied on "trial-and-error" methods in PE, a traditionally marginalized topic (Jeong & So, 2020).

Around the world, teaching quality is vital to educational outcomes and reform. Penfold (2020); Ruiz, Santana, & Gonzalez (2021); and Stroet et al. (2016) all provided insights in improving students' learning through high-quality instruction. The relationship between teachers and students in the classroom is often regarded as teaching quality. It is specifically related to teachers' practices that boost favorable educational results in pupils in the classroom.

Dorfner et.al., (2018); Praetorius et al., (2018); Von Et.al (2020); Winkler (2020); Kunter & Trautwein (2013); and Weinstein & Schafer (2021) all significantly contributed on the discussion of three basic dimensions of teaching excellence. Cognitive activation, classroom management, and

a supportive climate are the three essential factors. Applying higher order thinking abilities, encouraging students' in-depth grasp of the topic, considering students' existing knowledge, and creating content-related discourses are all characteristics of cognitive activation. The supporting climate includes characteristics of a pleasant learning environment in the classroom. Teachers' caring personality, a strong teacher-student connection, and additional supporting measures such as constructive comments during education are all features. Finally, classroom management refers to the action's teachers take to create and maintain an environment that fosters academic success as well as social, emotional, and moral development in their learners.

Xiang et.al., (2020); Centeio et.al (2021); Chauhan et al, (2021); Septian & Sukarmin, (2020); and Jeong & So, (2020) all conducted study on Physical Education in the New Normal. However, they are different in terms of the objectives, subject of the study, and the mediating variable used. Findings revealed that there were numerous roadblocks, which were caused by a variety of factors, including a lack of engagement and a policy that required students to participate. Understanding the barriers and facilitators of successful remote instruction, as well as the early experiences of instructors transitioning to a remote learning environment, can help teachers and other PE professionals in the future develop effective learning experiences.

Dendir & Maxwell (2020), Diaz & Cartnal (2019), and Zhang et al. (2019) investigated the characteristics of distant learning. The findings revealed that while distance learning provides a valuable alternate way of learning for students, the existing approach to individual variations is less than ideal. The use of the internet and multimedia technology can modify how information is presented and provide an alternative to traditional classroom learning. As a result, considerable effort has been devoted to developing innovative teaching techniques that increase students' dedication and participation while also maximizing their information absorption. These are all similar to the present study on having an emphasis on distance learning. However, the study differed in terms of the objective, subject of the study, and variables used. This research broadens existing literature by exploring the new normal and learners' participation in physical education.

Despite the numerous benefits of online PE for kids, research in this area is sparse, and issues such as teacher training, student responsibility, and a lack of a holistic approach have been noted. As a result, understanding how online PE evolved during the COVID-19 pandemic is critical, and while this is a situation-specific issue, it must be documented and used to impact the future of online PE. While previous research on effective or high-quality PE training that is connected to student learning outcomes and promotes standard achievement has been conducted, the vast majority of this study has focused on in-person PE instruction. According to several research, the major emphasis or objective of in-person PE differs from the primary focus or goal of online PE, with in-person PE focused on acquiring competency in a range of motor skills vs. increasing health habits and fitness levels (Richards et.al., 2018).

Taken together, the studies developed by different authors are thought to reflect many of the learners' participation in physical education, readiness in distance education. Literature specifically refers to the thoughts and concerns discussed in the paper's aims and objectives. Furthermore, previous research has found parallels with the goals of this work. These arguments will then be applied to the actual findings of the investigation. Despite the similarities and differences between the current study and the cited studies, the current study is not a replication of any of them. Moreover, variables used in this study differed from the studies stated above.

According to Tuguic (2021), who cites Yurdugül & Demir (2017), who include e-learning readiness as one of the system's crucial inputs, remote learning readiness is high in terms of technology. The learners' readiness to use e-learning environments therefore appears as a crucial component in many research. According to Newman (2008) and Jed Rosenberg, who are also cited by Tuguic, learners in e-learning must exhibit a sufficient level of competence for and comprehension of how to use modern ICT and computers (2009). They contend that the list should include activities like emailing, web browsing, file downloading and uploading, and posting notes to message boards. Consistent with Tuntirojanawong (2013); Straka & Stockl (1998), and Gaide (2004), an individual's readiness and willingness to perform in an online learning format is enhanced when appropriate learning environments are combined with strategic training.

Olayemi et al, (2021). They believe that perception is essential to understanding human behavior because everyone views the world and problems differently and behaves in line with

those perceptions. As a result, a person may predict their behavior in subsequent situations by being aware of what they are now experiencing or going through. The perceptions of learners are contrasted to the benefits of online learning, as well as how they see their instructor and teacher's ability. An effective task presentation is essential for students to demonstrate their proficiency with manipulative skills since teachers have a significant impact on their engagement. Task design, task presentation, class management, and instructional monitoring are all essential components of a Quality Physical Education Teacher (QPET), and they are all significant contributors to learners' manipulative competence, according to Chen et al (2015).

In terms of preparation for remote learning as well as the use of technology and e-learning, the findings of the current study are similar to those of the previous study. But the present study is unique in that previous studies showed a substantial association between the respondent's age, gender, use of technology, mode of learning, and usage of the internet. However, in the current study, there was no correlation between students' preparation and involvement and demographics.

METHODOLOGY

This study attempts to determine students' physical education participation in distance learning modality and the extent of motivation, readiness, access of learners to remote instruction amidst the COVID-19 pandemic.

This is a descriptive survey method with correlation (Creswell 2012, p.340), which aimed to characterize and quantify the degree of correlation between two or more variables, its association is also investigated in correlational research and the respondents are the 1,352 learners who were drawn from 71 public Junior High School, at the Schools Division of Laguna, for the school year 2021-2022. The number of learners per group was identified using Cochran's formula for sampling, using the actual population and gender proportion of the learners at the candidate school, sample size for each cluster was calculated wherein the ideal sample size, given a desired level of precision, is based on a confidence level and was set at 95% and sample size for each school was then stratified across gender. Three candidate districts were selected randomly from each cluster. Only one candidate school were chosen from the said district. The study came to the conclusion that the 12 candidate districts' schools.

The junior high school learners in the Division of Laguna will be included in the research. The research will be carried out for SY 2021–2022. An important goal of the study is to develop a curriculum development plan.

The instruments used by the researcher in this study were all adopted by a number of researchers, but modifications were applied according to the suggestions of the five (5) professional validators specialists in the area who recommended changes. Four with doctorates and one language expert. The following validators were:

1. Principal II and Regional evaluator in content in PE subjects.
2. Principal II and Technical Writing Evaluator in English.
3. Head Teacher III and Regional Evaluator in Technology and Livelihood Education.
4. Master teacher II and regional content evaluator in Mathematics.
5. Head teacher VI and Division content and language editor in English.

To assure the confidentiality of the information, the names of the learner-respondents were not included in all questionnaires to reduce the likelihood of individual respondents being identified by the researcher or records being kept at the school level as to who completed each questionnaire. The researcher also prepared a permit and a waiver attached to the survey questionnaire for the parents since the participants were all minors.

The researcher followed the LSPU Research Manual's ethical criteria. The researcher presented the study's importance and goals to the participants. The participants' personal information was treated with confidentiality. The authors of literature and research cited in the conclusion, background of the investigation, and to support the study's conclusions were properly credited.

The instruments' first section was focused on identifying the profile of learners by looking at their age, sex, technology used, and grade level. On the other hand, the second section intends to assess learners' perceptions of physical education teacher's teaching quality in terms of cognitive activation, supportive atmosphere, and classroom management from the research of Havik &

Westergard (2020) from the research with the title "Do Teachers Matter? Students' Perceptions of Classroom Interactions and Student Engagement." This utilized the rating scale of 5, 4, 3, 2, 1, which stands for strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree, respectively.

The third section of this instrument measures the learner's Readiness in Distance Learning in terms of availability of technology, technology skills, self-confidence, acceptance, and time management skills adopted from the instrument used by Unal et. al. (2014) in the research entitled "Student's readiness for E-Learning: An assessment on Hacettepe University Department of Information Management." The Likert scale seen on Table 3 was used.

Lastly, the researcher made some modifications and crafted instruments which were intended to measure the learners' participation in physical education classes. This was anchored by the Physical Education Curriculum Guide of the Department of Education and the test was subjected to validity and reliability tests owing to the fact that there will be a different set of criteria in terms of teaching and learning modes for the group of respondents of this study and this was covered by the elements of personalized exercise, physical activity participation, physical fitness and conditioning, and skills demonstration.

To analyze the result of the study the researcher used the following statistical treatment:

The frequency and percentage were used to determine the learner's profile in terms of age, sex, technology. Then, the weighted mean was used to measure learners' perception of Physical Education teacher's teaching quality in terms of cognitive activation, supportive climate, classroom management as well as to assess learners' preparation for remote learning in terms of technology availability, technology use, self-confidence, acceptance, and time management abilities. Likewise, the weighted mean was also used to the mean level of learners' participation in physical education according to their respective MELCS in terms of physical exercise programs, physical activity participation, physical activity/ fitness assessment and skills demonstration. Lastly, the Pearson-r was utilized to see if there is a significant relationship between learners' perception of Physical Education teachers' teaching quality and learner's participation in physical education.

Similarly, Pearson-r were also utilized to realize if there is a significant relationship between learners' level of readiness on distance learning and learner's participation in physical education.

Finally, the Linear regression was utilized to see if learners' demographic profile moderates the relationship between learners' perception of Physical Education teacher's teaching quality, level of readiness on distance learning, and learners' participation in physical education.

Hierarchical multiple linear regression was used to test if learners' perception of Physical Education teacher's teaching quality, level of readiness on distance learning and predict learners' participation in physical education. The result of statistical treatment was interpreted to formulate a generalization. Recommendations about the study were indicated to be able for future researcher to re assess the study and conduct more in-depth data analysis in this area to better meet the needs of students while staying current with educational technology.

FINDINGS AND DISCUSSION

Based on the conduct of the study, the following results have been revealed.

Table 1. Learners' Level of Perception on Physical Education Teacher's Teaching Quality in Terms of Cognitive Activation

Indicative Statement	Mean	SD	Skilled Response	Level
	4.35	0.63	Agree	High
1. The teacher describes clear learning targets for the activities and lessons				
2. The teacher carefully helps us to understand concepts and facts and the relationship between them	4.41	0.63	Agree	High
3. The teacher carefully asks us questions that are challenging enough for us to have to work thoroughly with them	4.33	0.67	Agree	High
4. The teacher carefully provides feedback on what we do well and what we need to work on	4.37	0.65	Agree	High
5. The teacher carefully encourages discussion that extend our knowledge on the subject	4.39	0.65	Agree	High
Composite Mean	4.37	0.65	Agree	High

Legend: 5.00-4.50 Strongly Agree; 4.49-3.50 Agree; 3.49-2.50 Neither agree nor disagree; 2.49-1.50 Disagree; 1.49-1.00 Strongly Disagree

As shown in Table 1. All indicators were assessed as having a "high" level of perception among the learners in terms of cognitive activation. It obtained a composite mean of 4.37 (SD=.65). It is described that the learners' perception of the physical education teacher's teaching quality in terms of cognitive activation is high. These results showed that the teacher evidently helps learners to understand concepts, and finds a way to encourage them that they may extend their knowledge base on their subject, and also encourages learners to participate in higher-order thinking and, as a consequence, construct a more sophisticated knowledge base. As cited by Winkler, (2020), Cognitive Activation teaches learners strategies to push them to think more deeply in order to find answers, and to focus on the process rather than the outcome. By offering tough challenges, cognitive conflicts, and a diversity of ideas, opinions, interpretations, and solutions, the teacher encourages learners to uncover, explain, express, and compare their thoughts, conceptions, and solution methodologies.

Table 2. Learners' Level of Perception on Physical Education Teacher's Teaching Quality in Terms of Supportive Climate

Indicative Statement	Mean	SD	Skilled Response	Level
1. The teacher recognizes and acknowledges excellence in students' work	4.39	0.63	Agree	High
2. The teacher helps me if I have problems	4.32	0.70	Agree	High
3. I feel the teacher care about me	4.33	0.71	Agree	High
4. I feel the teacher appreciate me	4.31	0.71	Agree	High
5. The teacher tells me how to do better when I make a mistake	4.34	0.70	Agree	High
Composite Mean	4.34	0.69	Agree	High

Legend: 5.00-4.50 Strongly Agree; 4.49-3.50 Agree; 3.49-2.50 Neither agree nor disagree; 2.49-1.50 Disagree; 1.49-1.00 Strongly Disagree

Table 2 shows the level Learners' Perception on Physical Education Teacher's Teaching Quality in Terms of Supportive Climate. All indicators were assessed as having a "high" level of perception among the learners. The highest perception of a supportive climate is about the teacher recognizing and acknowledging excellence in students' work (mean=4.39, SD=.63), while the lowest perception is about the teacher showing appreciation to the learners (mean=4.31, SD=.71). The composite mean of 4.34 (SD: 0.69), which means that in terms of these indicators, the teacher recognizes and acknowledges excellence among learners' work at a very high level. The elements of a supportive atmosphere in the classroom are those that contribute to a pleasant learning environment. Teachers' caring behavior, a pleasant teacher-student connection, and other supporting measures such as constructive comments during teaching are all elements (Dorfner et.al., 2018). To create a positive classroom atmosphere in terms of perceived and expected dangers to an individual's feelings, ideas, and behaviors, a teacher must establish a rationalistic mentality.

Table 3. Learners' Level of Perception on Physical Education Teacher's Teaching Quality in Terms of Classroom Management

Indicative Statement	Mean	SD	Skilled Response	Level
1. The teacher makes sure we do our best in class	4.46	0.62	Agree	High
2. The teacher sets rules makes sure we behave well in class	4.46	0.62	Agree	High
3. When students are disruptive, the teachers are able to handle this	4.33	0.64	Agree	High
4. The teacher observes punctuality and regularity in the performance of duty	4.40	0.61	Agree	High
5. The teacher has poise and self-confidence when encountering teaching difficulties	4.44	0.61	Agree	High
Composite Mean	4.42	0.62	Agree	High

Legend: 5.00-4.50 Strongly Agree; 4.49-3.50 Agree; 3.49-2.50 Neither agree nor disagree; 2.49-1.50 Disagree; 1.49-1.00 Strongly Disagree

Table 3 shows that all indicators were assessed as a "high" level of perception among the learners. The highest perception on classroom management is about the teacher making sure the learners do their best in class (mean=4.46, SD=.62) and teacher setting rules to make sure the learners behave well in class (mean=4.46, SD=.62). The lowest perception is about how the teacher handles disruptive learners (mean=4.33, SD=.64).

The composite mean of 4.42 (SD=0.62) shows that all evaluated indicators rated as high level, teachers were giving their best in performing classroom management. Classroom management encompasses both the structure and organization of education as well as the control

of learners' conduct. As a result, these qualities seek to provide time for students' learning activities, which is one of the most important aspects of instructional quality (Dorfner et.al 2018). Classroom management, on the other hand, referred to the action's teachers take to establish and maintain an atmosphere that fosters learners' academic performance as well as their social, emotional, and moral growth.

Table 4. Level of Readiness on Distance Learning in Terms of Availability of Technology

Indicative Statement	Mean	SD	Skilled Response	Level
1. The hardware facilities are enough	4.04	0.70	Agree	High
2. The software facilities are enough	4.04	0.70	Agree	High
3. The speed of internet access is satisfactory	3.88	0.83	Agree	High
4. The stability of the internet access is satisfactory	3.87	0.82	Agree	High
5. I have access to a computer whenever I need it	3.65	1.08	Agree	High
6. I can connect to the internet whenever I need to.	4.01	0.91	Agree	High
Composite Mean	3.91	0.86	Agree	High

Legend: 5.00-4.50 Strongly Agree; 4.49-3.50 Agree; 3.49-2.50 Neither agree nor disagree; 2.49-1.50 Disagree; 1.49-1.00 Strongly Disagree

Table 4 indicates that all indicators were analyzed, according to the information presented as a "high" level of readiness among the learners. The highest indicator of availability of technology is the sufficiency of hardware and software facilities (mean=4.04, SD=.70) while the lowest indicator is the access to a computer whenever needed (mean=3.65, SD=1.08).

With a composite mean of 3.91 (SD=.86), it can be concluded that the majority of students are considered to have a high level of readiness in terms of technological availability. Positive impressions of aspects associated to online learning are also related to internet connectivity and technology availability, according to Khairuddin et.al., (2020), It will also assist learners in adjusting to the online learning environment in terms of technology usage availability, computer and internet proficiency, self-directed learning, and student behavior.

Table 5. Level of Readiness on Distance Learning in Terms of Use of Technology

Indicative Statement	Mean	SD	Skilled Response	Level
1. I use internet as information source	4.37	0.65	Agree	High
2. I use e-mail as the main communication tool with my teachers and classmates	3.89	0.94	Agree	High
3. I use office software (e.g. Microsoft PowerPoint, Word, Excel)	3.81	1.02	Agree	High
4. I use file hosting services like Google Docs, Drive, Dropbox	4.02	0.93	Agree	High
5. I use online forums and chat to communicate with my classmates.	4.28	0.74	Agree	High
Composite Mean	4.07	0.89	Agree	High

Legend: 5.00-4.50 Strongly Agree; 4.49-3.50 Agree; 3.49-2.50 Neither agree nor disagree; 2.49-1.50 Disagree; 1.49-1.00 Strongly Disagree

Table 5 reveals that most indicators were evaluated, according to the information presented. Assessment of the indicators presented a "high" level of readiness among the learners. The most influential factor of technological use is the use of the internet as a source of information (mean=4.37, SD=.65) while the lowest indicator is the use of Microsoft Office applications (mean=3.81, SD=1.02).

Pertaining to the composite mean of 4.07 (SD=0.89) of the respondents, all of the indicators were rated as high level. The findings demonstrated that remote learning readiness in terms of technology is high, according to Tuguic, (2021), who cites (Yurdugül & Demir (2017), who describe e-learning readiness as one of the system's integral inputs. As a result, in many studies, the learners' preparedness to use e-learning settings emerges as a key factor. Learners in e-learning must have a sufficient level of ability and understanding on how to utilize modern ICT and computers, as Tuguic also cites to Newman (2008) and Jed Rosenberg (2009). According to them, surfing the web, emailing, downloading and uploading files, and submitting messages to a discussion board should all be on the list. Consistent with Tuntirojanawong (2013); Straka & Stockl (1998), and Gaide (2004), an individual's readiness and willingness to perform in an online learning format is enhanced when appropriate learning environments are combined with strategic training.

Table 6. Level of Readiness on Distance Learning in Terms of Self-confidence

Indicative Statement	Mean	SD	Skilled Response	Level
1. I can follow a structured approach to find solutions to a problem	4.15	0.67	Agree	High
2. I can communicate effectively with other students through online technologies	4.09	0.79	Agree	High
3. I can express my thoughts and ideas in writing	4.12	0.77	Agree	High

4. I can learn new technologies; I do not put it off or avoid it	4.12	0.72	Agree	High
5. I am comfortable doing academic work independently and without regular face-to-face interaction with a teacher	3.91	0.94	Agree	High
Composite Mean	4.08	0.79	Agree	High

Legend: 5.00-4.50 Strongly Agree; 4.49-3.50 Agree; 3.49-2.50 Neither agree nor disagree; 2.49-1.50 Disagree; 1.49-1.00 Strongly Disagree

Table 6. presents that all the indicators were assessed as a "high" level of readiness among the learners. The highest indicator of self-confidence is that the learners can follow a structured approach to find solutions to a problem (mean=4.15, SD=.67) while the lowest indicator is that the learners are comfortable doing academic work independently and without regular face-to-face interaction with a teacher (mean=3.91, SD=.94). Based on the composite mean evaluation of 4.08 (SD:0.79) of the respondents, the distance learning in terms of self-confidence has a high level of monitoring and evaluation on the readiness in distance learning.

This result supports with study of Khairuddin, et.al., (2020), students are also likely to agreed that they are ready in terms of technology use, self-confidence level, and self-directed learning to learn via ODL, practice self-directed learning, and have training to better prepare them for ODL. As a result, students are almost ready to be more independent in their learning process, which is aided by the technology accessible.

Table 7. Level of Readiness on Distance Learning in Terms of Acceptance

Indicative Statement	Mean	SD	Skilled Response	Level
1. I believe that distance learning can increase my productivity	3.77	0.93	Agree	High
2. I believe that distance learning is more effective than the traditional classroom-based approach.	3.30	1.11	Neither agree nor disagree	High
3. I believe that distance learning enables learners and teachers to communicate better with one another	3.51	1.02	Agree	High
4. I believe that distance learning has benefits for education	3.82	0.88	Agree	High
5. I support the implementation of distance learning in my subject	3.87	0.87	Agree	High
Composite Mean	3.65	0.99	Agree	High

Legend: 5.00-4.50 Strongly Agree; 4.49-3.50 Agree; 3.49-2.50 Neither agree nor disagree; 2.49-1.50 Disagree; 1.49-1.00 Strongly Disagree

As regards to composite mean of 3.65 (SD=0.99) of the respondents. This means that in terms of acceptance most respondents have rated as high except from the belief that distance learning is more effective than the traditional classroom-based approach. According to Larasati, Widyawan, and Santosa (2017) to TAM, an individual who believes that a technology is good and simple to use will create a favorable attitude and readiness to accept and use the technology, as well as direct them to do so. Learners' acceptance of technology is comparable to the predisposition to use technology, which is based on the individual's opinion of the technology, it's worth, and its ease of use.

Table 8. Level of Readiness on Distance Learning in Terms of Time Management Skills

Indicative Statement	Mean	SD	Skilled Response	Level
1. I can schedule time to provide timely responses my classmates or to my teacher	4.03	0.78	Agree	High
2. I can control my desire to postpone important tasks	3.89	0.83	Agree	High
3. I can sacrifice personal time to complete assignments and reading	4.04	0.81	Agree	High
4. I can get assignment done ahead of time	3.99	0.82	Agree	High
5. I have the self-discipline to log in and participate in an online course several times a week	4.11	0.80	Agree	High
Composite Mean	4.01	0.81	Agree	High

Legend: 5.00-4.50 Strongly Agree; 4.49-3.50 Agree; 3.49-2.50 Neither agree nor disagree; 2.49-1.50 Disagree; 1.49-1.00 Strongly Disagree

As presented to Table 8 signifies that all the indicators were assessed as a "high" level of readiness among the learners. The highest indicator of time management skills is having the self-discipline to log in and participate in an online course several times a week (mean=4.11, SD=.80) while the lowest indicator is controlling the desire to postpone important tasks (mean=3.89, SD=.83).

Distance learning readiness in terms of time management abilities was evaluated as high, with a composite mean of 4.01 (SD:0.81). This indicates that learners have the self-discipline to log in and participate in an online course several times a week, within their control. Effective time management entails estimating the amount of time each task requires to be completed effectively, planning, budgeting, organizing, and implementing it, as well as evaluating it in order to revise it as

needed; and that effective time management necessitates sacrifice or what could be called an "opportunity cost" with regard to some activities that must be forgone for the achievement of the desired results.

Table 9. Correlation Matrix between Perception on Teaching Quality and Learners' Participation in Physical Education

Perception on Teaching Quality	**Learner's Participation**			
	Personalized Exercise	Physical Activity	Physical Fitness and conditioning	Skills demonstration
Cognitive Activation	0.275**	0.324**	0.247**	0.290**
Supportive Climate	0.325**	0.347**	0.289**	0.300**
Classroom Management	0.267**	0.331**	0.267**	0.290**

***. Correlation is significant at the 0.01 level*

The correlation matrix between the learners' perception on teaching quality and learners' participation in physical education. Each construct of learners' perception on teaching quality yielded a highly significant correlation ($p < .01$) with each construct of learners' participation. All the Pearson r coefficients are positive and indicated a low correlation between the two variables. The effect sizes indicated small to moderate effects by constructs of perception on teaching quality on constructs of learners' participation. The highest value of the correlation coefficient is between supportive climate and physical activity ($r=.347$, $p<.01$) and this indicates a moderate effect by supportive climate on physical activity. Therefore, there is a significant positive linear relationship between the learners' perception on teaching quality and learners' participation in physical education.

Olayemi, et,al., 2021. claim that Perception is critical in understanding human behavior since each person perceives the environment differently and approaches challenges differently and individuals act in accordance with their perceptions. As a consequence, by knowing what they are currently experiencing or going through, a person may forecast their conduct in other situations. Learners' impressions are compared to the advantages of online learning, as well as how they perceive their instructor and the quality of their teacher. Because of teachers have a big influence on students' participation, a good task presentation is important for them to demonstrate manipulative skill competency. According to Chen et al., the core aspects of a Quality Physical Education Teacher (QPET) were all key contributors to students' manipulative competence, including task design, task presentation, class administration, and instructional monitoring (2015).

As supported by the study of Wang & Liu (2019), they discovered that learner interactions are influenced by the degrees and techniques of teacher instruction based on the results of learners' interactions and collaborative knowledge acquisition. It remains to be seen how teachers will enhance teaching and capture the hearts of learners, particularly in online class discussions. According to some research, excessive and direct teaching might harm learners' engagement and involvement in their knowledge growth. To boost learners' interactions and cooperation, the teacher may employ additional design and facilitation strategies. In distance learning, they can perform learner-centered learning activities and employ less direct instruction to assist students' discovery.

Table 10. Correlation Matrix between Readiness on Distance Learning and Learners' Participation in Physical Education

Readiness in Distance Learning	**Learner's Participation**			
	Personalized Exercise	Physical Activity	Physical Fitness and conditioning	Skills demonstration
Availability of Technology	0.323**	0.308**	0.288**	0.288**
Technology Skills	0.317**	0.387**	0.308**	0.386**
Self-confidence	0.466**	0.485**	0.434**	0.468**
Acceptance	0.434**	0.409**	0.377**	0.367**
Time Management Skills	0.464**	0.458**	0.413**	0.433**

***. Correlation is significant at the 0.01 level*

Each construct of the learners' readiness in distance learning yielded a highly significant correlation ($p < .01$) with each construct of learners' participation. All of the Pearson r coefficients are positive and the correlation ranges from low to moderate between the two variables. The strongest correlation is between self-confidence and physical activity ($r=.485$, $p<.01$). Therefore, there is a significant positive linear relationship between the learners' readiness in distance learning and participation in physical education.

According to Banit et al., (2022), distance learning provided certain problems to pupils while also offering them with new options. Learners' preparedness to apply distant learning is viewed as a complex of cognitive, motivational, technical, and reflexive components. The readiness of learners and teachers to manage tasks to assign and complete by learners, the appropriateness of learning delivery in connection to the learning result, and the development of self-directed independent learning materials are all supported by Bozcurt and Sharma's research (2020).

Table 11. Summary of Multiple Regression Analysis of Learners' Participation in Physical Education and Perception of Physical Education Teacher's Teaching Quality

	R	**R^2**	***B***	***β***	***t***
Model	0.369	0.136			
(Constant)			1.278		7.109**
SC			0.289	0.218	5.207**
CM			0.148	1.000	2.330*
CA			0.123	0.084	1.979*

Dependent Variable: Learners' Participation
***. Significant at the 0.01 level*
**. Significant at the 0.05 level*
Note: SC-Supportive Climate; CM-Classroom Management; CA-Cognitive Activation

The model was significant ($F [1, 1308] = 68.706$, $p<.01$) and explained 13.6% of the variance in learners' participation. Each construct of learners' perception was a significant contributor to the model. Regression coefficients suggest that learners with high scores in each construct of learners' perception are expected to have high participation scores in physical education. The regression equation for the model is given as:

part=(.289*SC)+(.148*CM)+(.123*CA)+1.278

Physical education, enables individuals to organize and contribute to the development of the mind in order to keep healthy, from the school environment to good education and teacher quality of life. Despite of our educational goals, we cannot deny that it is always necessary to pass on to future generations the knowledge that has been accumulated and developed over time, first and foremost to ensure the safety of every society and, second, to enable us to be resilient in accepting or adapting to new situations. After that, depending on the ever-changing character of society, satisfy the demands. According to Silva, A., Silva, V., and Silva, P., (2019) cited to Brando (1993), there is no one paradigm of education, no single teaching style, and no single location where education takes place.

Distance learning is the educational process in which the most of communication is mediated by technologies capable of overcoming the physical distance between students and teachers, since there is no single way of educating or a single location; education manifests itself in various ways for different people from different societies. According to Silva, A., Silva, V., and Silva, P., (2019), education is the development, renovation, and appropriation of a society's culture, from the oldest to the most modern civilizations, as viewed by Neira and Nunes, (2009). Education has suffered and will continue to suffer as a result of diverse pedagogical inclinations mirrored in society and the political and social periods into which they are inserted across time.

Table 12. Summary of Multiple Regression Analysis of Learners' Participation in Physical Education and Learners' Readiness in Distance Learning

	R	**R^2**	***B***	***β***	***T***
Model	0.581	0.338			
(Constant)			0.522		3.517**
AT			-0.036	-0.030	0.303
TS			0.134	0.107	3.658**
SC			0.321	0.254	7.493**
A			0.152	0.167	5.709**
TMS			0.231	0.198	6.036**

***. Significant at the 0.01 level*

Note: AT-Availability of Technology; TS-Technology Skills; SC-Self-confidence; A-Acceptance; TMS-Time Management Skills

In Table 12. The model was significant (F [4, 1286] = 164.084, p<.01) and explained 33.8% of the variance in learners' participation. Four out of five constructs of learners' readiness were significant contributors to the model. Availability of technology was not a significant contributor to the model. Regression coefficients suggest that learners with high scores in each construct of learners' readiness are expected to have high participation scores in physical education. The regression equation for the model is given as:

part=(-.036*AT)+(.134*TS)+(.321*SC)+(.152*A)+(.231*TMS)+.522

Cruz et.al., (2021) believe that in order to boost students' favorable perceptions of PE, PE teachers should analyze how they connect with students of the same and different sex. Based on the significant findings for the satisfaction and comfort dimensions of PE, female PE teachers, in particular, should strive not to reduce female students' satisfaction levels during PE by making the class fun and interesting and creating an atmosphere that facilitates social interactions, harmonious teacher–student relationships via positive feedback and technical information, and skill mastery. They also suggested that when dealing with male students, men teachers focus on making the class more comfortable by offering less challenging and competitive activities and abstaining from vocal and nonverbal criticism.

CONCLUSION

The increasing need for teachers to improve their instructional techniques is one of the new normal educational challenges. The desire for redesigning the curriculum to better meet the requirements of the learners has had a significant impact on the learning environment as well as our learners' attitudes toward educational progress (OECR, 2018). Nonetheless, negativity should not have an impact on teachers' roles in education. The growth of a learner's inner core, particularly the development of the fundamental set of education, should never be jeopardized. Instead, it is critical to understand that a learner's unique learning and devotion to their nation are the cornerstones of a learner's education, and so education must be perpetuated across a variety of remote platforms.

Due to insufficient research on distance learning programs under the New Normal, there is a need to conduct additional research during these trying times when the world is facing challenges in order to participate in preliminary assessment on the distance learning modality and to pinpoint competent surviving strategies and programs that will effectively address teacher instruction and student participation regardless of their situation. However, schools and other institutions must help teachers carry out their tasks while dealing with the added stress of a pandemic. Teachers must also pay attention to their personal well-being and exercise self-care, as well as remember the sense of fulfillment they have gained from their employment (Ketchell, 2020).

Teaching Physical Education in this "New Normal" at the various junior high schools in the Division of Laguna is one of the primary or fundamental strategies in encouraging learners to participate virtually in physical activities that are healthy, intellectually stimulating, morally uplifting, socially significant, culturally enriching, and environment-oriented. Because it is the only topic that deals with man's physical development, research is conducted to establish the status of both instructors and learners in teaching and studying physical education via distance learning.

The primary focus of this study is to determine the factors that influence the learner's participation in Physical Education in the new normal. This will be accomplished by the following specific objectives on determining the profile of the respondents in terms of age, sex, technology used, learning modality, time spent in internet use and connectivity source. This also aims to measure learners' perception of Physical Education teacher's teaching quality, learners' readiness in distance learning in physical education and the mean level of learner's participation in physical education according to their respective MELC. Lastly, test significant relationship between learners' perception of physical education teachers' teaching quality and learner's participation, significant relationship between learners' level of readiness on distance learning and learner's participation in

physical education, test if learners' demographic profile moderate the relationship between learners' perception of Physical Education teacher's teaching quality, level of readiness on distance learning predict learners' participation in physical education.

In order to attain these goals, the researcher utilized descriptive correlational research design. Respondents are limited only to the selected junior high school learners of the 25 districts in the Division of Laguna wherein the perception of the learners on the factors affecting their P.E. involvement or participation for the school year 2021-2022

LIMITATION AND FURTHER RESEARCH

The limitations of the study included the sex distribution of participants is not equally distributed; therefore, it is possible that this may affect the result of the study. Learners' perception of teaching quality was found to have the strongest correlation among supportive and physical activity, therefore, other factors affecting the supporting & physical activity must be explored. Self-confidence and its correlation to physical activity in times of COVID should be further explored, as these factors need further investigation. It also suggested that future researcher may conduct an in-depth study of the data analysis in this area to better meet the needs of students while staying current with educational technology.

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