

Implementation of Physical Education and Health Towards 21st Century Skills

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Abstract: *There is a disparity in teaching Physical Education (PE) in the Junior High School and the Physical Education and Health – Health Optimizing Physical Education (HOPE) in the Senior High School. Aside from the standards and competencies, the curriculum is being implemented through online classes due to the pandemic which can affect the development of the primary skills among students as the expected outcomes across the four exits. Therefore, the researcher aimed to identify the level of implementation by the teachers in delivering the subject and the perceived development of the 21st-century skills among students in the University of the Cordilleras Senior High School (UC-SHS). This study employed a quantitative analysis method to gather relevant information from all UC-SHS PE teachers and students from Grade 12 through stratified sampling. There was a high level of implementation during the online distant learning specifically on the aspect of professionalism where the teachers take into consideration the professional development to meet the demands of the 21st-century learners along with a satisfactory level of the implementation towards the primary skills where students identified the personal responsibility, ethical behavior and character are the only outstanding among the skills. Based on the findings of the researcher, the curriculum was being implemented with high levels of instruction, student learning, management/organization, learning climate, and professionalism. While the 21st primary skills were assessed by the students with a satisfactory mark for the use of technology, communication, collaboration, innovation, and personal character.*

Keywords: *competencies, curriculum, evaluation, primary skills, standards*

I. INTRODUCTION

Physical literacy provides the foundation for lifelong fitness which is essential in maintaining and promoting health. Physical Education (PE) and Health – Health Optimizing Physical Education (HOPE) is one of the core subjects in the senior high school curriculum with its four areas namely: fitness, sports, dance, and recreational activities. HOPE employs experiential learning, age-appropriate ideas, and activities that are engaging to improve students' fitness, health, and well-being, and useful citizens of society (Porto et al., 2016). Students are expected to lead and organize various physical activities through self-determining quest and influence others positively.

During the implementation of the K-12 program, the term HOPE was created. According to Dewhurst (2015), HOPE aims to engage students in physical activity not only during PE classes but also as part of their daily living. Highlighting the importance of quality physical activity programs on and off campus including before, during, and after school, and unstructured leisure activities of free play are the primary objective of the subject. According to the Department of Education's (DepEd) curriculum guide, students are expected to empower themselves by applying the acquired knowledge, facts, program, and safety in each

situation create a physical activity that demonstrates the new pattern to a given situation, and imbibe self-efficacy, perseverance, and product-driven in an organized event.

Over the years, PE is not merely concentrated on physical development. In grade school and junior high school, the subject incorporates the preparation for life and recognition of moral and character training in the students while in the senior high school, students should develop the primary skills across the four exits namely, higher education, entrepreneurship, employment, and middle-level skills. Students are supposed to build self-efficacy in selecting a distinct fitness program to improve the total wellness for life. Senior high school students should set fitness goals, participates in varied physical activities, and evaluate fitness performance integration to one's lifestyle across all exits (K-12 Curriculum Guide).

Despite the disparity in terms of standards and competencies, both curriculums have the same objective to accomplish, to provide a variety of physical activities to diminish the increasing numbers of deaths related to non-communicable diseases and the occurrence of sedentary life among the youth. Because of this objective, there is a need to shift the focus of health-related physical education to a health-optimizing physical education (Tolitol et al., 2016). The students are encouraged to be physically active and establish understanding in optimizing one's health as a habit both inside and outside of school. Regular exercise can improve cognitive function and through physical education classes, students can achieve the right health information on life-threatening diseases and in the promotion of a healthy lifestyle.

Now more than ever, active physical activity is highly encouraged to fight against the COVID-19 Pandemic. This will help individuals to boosts their immune system and a way to relieve stress brought by this global event. The pandemic made a huge impact on everyone's life, economy, and education.

The purpose of this study is to assess the curriculum implementation of Physical Education and Health in senior high school particularly during these most challenging times. Also, this research will gauge the students' perceived development of 21st century skills as they are expected to be developed in preparation for the four exits.

This will also serve as a reflection and self-assessment to the teachers and school administrators after the evaluation on its implementation particularly on instructions, evidence of student learning, management/organization, learning climate, and professionalism under online distant learning. Furthermore, this paper will identify what are the dominant skill is being established among students during online distant learning.

The study aimed to evaluate the HOPE curriculum in UC-SHS in terms of its implementation across fitness, sports, dance, and recreational activity. Specifically, the study focuses the online distant learning to evaluate its implementation in the different areas that will ensure the development of the 21st century skills of the learners.

As a MAPEH major, the researcher would like to answer the following questions:

1. What are the factors undertaken by the PE teachers in ensure effective implementation of the subject across all areas of HOPE during the online distance learning?
2. What 21st century skills are being developed among learners during the implementation of HOPE in an online distant learning?

The results of the study will be utilized to further improve the implementation of the curriculum and targeting most of the required skills to be developed among students.

II. RELATED LITERATURE

Most schools in America use interdisciplinary approaches and the integration of progressive concepts like gamification in delivering physical education and health. Kaittani et

al. (2017) stated that the prime focus in primary and secondary school education is the interdisciplinary approach where the teachers collaborate in connecting the subjects and activities of physical education with another subject. Thus, the students were able to link one subject to another in cultivating skills and values. On the other hand, the Philippines has remained on the traditional approach - as a separate course, treated as a minor subject, paper and pen approach, and not considered as a national priority for development as technology rapidly changed the education system.

With the present situation happening around the world because of the pandemic, daily physical activity has become even more substantial even before. Generally, PE is being imparted through online modality but for some countries, they opted not to include the subject since it requires a lot of considerations in terms of implementation. In the Philippines, physical education and health is being delivered in different modalities, online and offline, to suit any type of learner. For online, the teachers demonstrate the activities and instructions in a pre-recorded video, and all assessment activities are uploaded in the learning management system. For offline, however, all instructions and assessments are transcribed into a module. Teachers must use an adaptive approach to consider the present situation in terms of instructions, learners need, do's and don'ts, communication, and modified lesson plans.

Since the importance of PE was clearly established, it is necessary to evaluate the implementation of HOPE from pre-pandemic up to the present day. According to Nevenglosky et al., (2019), curriculum implementation is the delivery of instructions and assessment of the teachers using a definite resource in the program. Teachers must consider the different aspects of instructions, evidence of student learning, teacher's management, and organization, learning climate, and professionalism to help on the successful implementation of the curriculum.

Instruction is an effective mechanism to help learners expand their learning areas to accommodate the most complex cognitive domains (Yasser & Eltantawy, 2019). Through instructions, it will offer a range of methods, forms, and strategies to monitor the development of the students towards the highest-level knowledge and understanding from the content, activities, and assessment.

Interest, style of learning experiences in life, cultural backgrounds, and personal problem are the concentration students learning. Student-centered learning is a system that is unbiased to meet the student's unique needs to achieve success (Kaput, 2018). This will cater to the uniqueness of the students acquiring new knowledge and skills, and their level of performance on the different assessment activities. To be effective, teachers also must have an understanding of their students' interests and styles of learning (Sieberer-Nagler, 2015).

Management and organization of the teachers are crucial in the implementation of any subject. Teachers who are experts in their respective fields in terms of pedagogical content must also have skills in classroom management. Proficiency in the subject matter alone is not adequate for the success of the implementation, especially during online distant learning. Effective classroom management starts with relationship building, when students feel a greater sense of belonging, they're more likely to be academically engaged and demonstrate positive behavior (Terada, 2019).

Professionalism refers to the professional development of teachers pertaining to their teaching (Darling-Hammond et al., 2017). The success in teaching 21st century skills depend on teachers' complex skills through professional learning to meet the demands from the expected outcomes on critical and creative thinking, problem-solving, communication of information, collaborations, and self-direction.

It is also equally important to study the alignment of the implementation towards the primary skills as the expected outcomes based on the Department of Education K-12 Program and 21st Century Skills. Collaboration, communication, creativity, critical thinking,

communication, flexibility, information literacy, initiative, leadership, media literacy, productivity, social skills, and technology literacy are the aptitudes for 21st century. The following skills are expected to be developed in every student to prepare them for the four exits. Bri Stauffer (2020) believes that students need these skills to succeed in their careers during the age of the internet.

The use of real-world digital and other research tools affects the way individuals communicate, learn, and think. It helps society and determines how people interact with each other daily. Technology plays an important role in society today. It has positive and negative effects on the world, and it impacts daily lives (Allen, 2019). In response to the current situation, the digital world has a significant impact in many fields including education brought by this pandemic. Technology made learning more interactive and collaborative, this makes a difference individuals way better engage with the material that they are learning and have inconvenience with.

Working in a group allows an individual to become mindful of their qualities including weaknesses. Through collaboration, the student is learning things from other groups of individuals. As the old saying goes two heads are better than one, this will simplify the workload to be completed like assignments and projects with the support of your group mates. Nowadays, collaboration is a key to success. According to the article Indeed Editorial Team (2020), collaboration skills are essential for nearly every job role and industry. Knowing how to cooperate well with others will support workplace efficiency, aid in career advancement, and help you and your team achieve a quality product.

Communication includes reading, writing, speaking, and listening as the sub-domain which has multiple and diverse considerations both for verbal and non-verbal proficiency (Thompson, 2020). Through these sub-domains, people understand one another in creating clarity on the information that is being transferred or express. In a way communication educates people. Communication skills are considered essential under the 21st century skills as they will allow the students to prepare themselves to comprehend more precisely and promptly. As one of the objectives of the K-12 program, students are geared to find a better job opportunity despite this current situation.

As flexible learning is being implemented across all levels, students are expected to become adaptive in acquiring new learning. The term adaptive learning is an approach to online instruction that regulates the needs of the students to progress in the course content based on prior knowledge (Shelle et al., 2018). It is a technique to provide a personalized approach in the teaching process, depends on the needs of the students. This approach aims to assist the students to continuously become efficient and effective learners. Using the learning management system, students were able to establish self-paced learning that suits the kind of modality they have. Online classes and printed modules are the most common modality that every institution is using. In these changes, students are expected to enable innovativeness in terms of deliverables and to become flexible students on the available platforms and resources.

Aside from the development of the basic skills based on the Department of Education K-12 Program and the 21st Century Skills, the institutions also want to improve the personal skills of the students which are anchored on its philosophy, mission, and vision. The value of responsibility, respect, and trust are some of the standards that are crucial in increasing the competitiveness of the students in preparation for the four exits. Neman (2019) and Johnson (2018), believe that students play an important role in creating learning through acquiring the sense of accountability, and when students feel that they are being valued through respect and trust. In this most challenging time, it is also important to develop these skills for the students for them to become holistically equipped individuals in promoting an engaged and productive learning experience during this online distant learning.

III. METHODOLOGY

This chapter discusses the research design and methodology, respondents, instruments, procedure, measurement, and data analysis.

Research Design and Methodology

The study employed a quantitative analysis method to find out the level of implementation by the teachers in Physical Education and Health and the level of the implementation perceived by the students towards the 21st century skills. A quantitative analysis specifically a survey method was used in summarizing the responses of the respondents. According to Kento (2020), a quantitative analysis provides analysts with tools to examine and analyze past, current, and anticipate future events involving numbers can be quantified. Through questionnaires, the different criteria and indicators was presented that pertains to its implementation both on teachers' evaluation on teaching physical education and students' perceived performance of the 21st century skills.

Respondents

The research was conducted in the University of the Cordilleras Senior High School (UC-SHS) Department. Employing total enumeration for the teacher respondents, all the seven (4) Physical Education teachers served as the respondents in answering the survey questionnaire on teachers' evaluation on teaching physical education. The selected teacher respondents are those who were handling HOPE subjects across all areas: fitness, sports, dance, and recreational activity.

Also, the researcher selected two hundred sixty-three (263) students representing the six strands namely, Science Technology, Engineering, and Mathematics (STEM), Accountancy and Business Management (ABM), Humanities and Social Science (HUMSS), General Academic Studies (GAS), Information and Computer Technology (ICT), and Technical Vocational and Livelihood Program (TVL). The respondents were Grade 12 students who were currently enrolled with good attendance and a passing grade in all areas of the subject. This was to ensure that they have valid and reliable experience in all the areas of physical education. The three (3) representative respondents from each section were randomly selected employing simple random sampling. The list of names of students that was used in the randomized sampling was provided by the Senior High School Office. The respondents were asked to answer the questionnaire on students' perceived performance of the 21st century skills. The study was conducted in the second trimester of the school year 2020-2021.

Instruments

To assess the implementation of Physical Education and Health towards the development of the 21st century skills among learners in teaching HOPE across all areas, a questionnaire was administered to the Physical Education teachers being the facilitator of the curriculum and to the Grade 12 students in measuring the development of the skills. The survey questionnaire utilized was validated by the adviser and the panelists who are currently teaching in the College of Teacher Education – Physical Education Department and professors under the Research Department in the University of the Cordilleras, Master Teachers from the Department of Education – Division of Baguio, and Subject Coordinators in Physical Education from two private schools.

The researcher used questionnaires adapted from the following: National Association for Sports and Physical Education – Physical Education Teacher Evaluation Tool (NASPE, 2012) in evaluating the curriculum implementation, which was composed of five parts, instructions, evidence of student learning, management/organization, learning climate, and

professionalism. The purpose of this evaluation tool is to ensure that there is a meaningful learning experience for the students in taking HOPE, especially during this online distant learning. This will also safeguard the quality of delivering the subject in acquiring new knowledge, skills, and attitudes, and serve as a guide to PE teachers to reflect and self-assess on their performance.

For assessing the primary skills of the students, the researcher used the rubrics from the Implementing 21st Century Skills in Health and Physical Education (Serafin, D. and Guerrini, L. 2016) on developing the preparatory skills of the students focusing on the use of real-world digital and other research tools: the ability to work independently and collaboratively to solve problems and accomplish goals, communicate information clearly and effectively, innovation, flexibility, and adaptation, and personal responsibility, ethical behavior and character. The criterion aimed to identify what are the perceived skills that are being developed on the students both online and offline modalities. Moreover, the questionnaire validated the alignment of the curriculum implementation of Physical Education and Health by ensuring that students are equipped with these skills to be honed.

And for the informal interview, the researcher used a direct semi-structured interview with the respondents to validate the result of the data collected. This will be used as a confirmation in the data analysis and interpretation.

Procedure

A letter of permission to implement data gathering was first pursued to the Academic Director of UC Senior High School. The letter comprises particulars about the study such as the purpose, objectives, and questionnaires for the consent.

Upon the approval, the researcher personally informed all the respondents for their availability and handled the questionnaire personally or through email to assist them in some items they need to be clarified. During the distribution, the researcher explained to the respondents that the survey will solely be used for the purpose of the study.

After answering the questionnaire, numerical data collected from the rating scale and questionnaire were both statistically handled, analyzed, and interpreted. Moreover, the research conducted a casual interview with the respondents to further validate the results of the study.

Measurement

The study used a 5-scale in reviewing teachers' implementation of the curriculum in physical education, while a 4-scale was employed in gauging the perceived development of the 21st century skills. These two scales allow the respondents to convey their responses on the implementation of physical education and health towards 21st Century Skills during online distant learning.

Data Analysis or Treatment of Data

The researcher used statistical tools to arrive at valid conclusions and recommendations. This study was centered on answering the two objectives of the study.

Table 1 focuses on assessing the implementation of the curriculum. A 5-point scale was used to determine the performance of the teachers in terms of instructions, evidence of student learning, management/organization, learning climate, and professionalism under online distant learning.

The total scale of the respondents is the sum of the value of response in each item. To examine the teacher's implementation of Physical Education under online distant learning, the weighted mean and rank of the means are obtained followed by assigning the necessary interpretation using the rating scale. Four types of descriptive equivalency were used

according to the criteria which are based on its indicators. Nevertheless, they possess the same possible interpretation from exception to unacceptable.

Table 1.a concentrates on the course instruction in teaching physical education during online distant learning.

Table 1.a
Scale of Interpretation for Teachers' Evaluation on the Physical Education Curriculum
(Course Instruction)

| <i>Score</i> | <i>Statistical Range</i> | <i>Descriptive Equivalent</i> | <i>Interpretation</i> |
|--------------|--------------------------|-------------------------------|--|
| 5 | 4.21 – 5.00 | Outstanding | The teachers' evaluation of the physical education curriculum is exceptional. |
| 4 | 3.41 – 4.20 | Above average | The teachers' evaluation of the physical education curriculum is beyond the standards. |
| 3 | 2.61 – 3.40 | Satisfactory | The teachers' evaluation of the physical education curriculum is acceptable. |
| 2 | 1.81 – 2.60 | Below average | The teachers' evaluation of the physical education curriculum is below the standards. |
| 1 | 1.00 – 1.80 | Unsatisfactory | The teachers' evaluation of the physical education curriculum is unacceptable. |

Table 1.b evaluates the implementation of the curriculum centered on student learning in Physical Education during the online distant learning.

Table 1.b
Scale of Interpretation for Teachers' Evaluation on the Physical Education Curriculum
(Evidence of Student Learning,)

| <i>Score</i> | <i>Statistical Range</i> | <i>Descriptive Equivalent</i> | <i>Interpretation</i> |
|--------------|--------------------------|-------------------------------|--|
| 5 | 4.21 – 5.00 | Mastery | The teachers' evaluation of the physical education curriculum is exceptional. |
| 4 | 3.41 – 4.20 | Proficient | The teachers' evaluation of the physical education curriculum is beyond the standards. |
| 3 | 2.61 – 3.40 | Basic | The teachers' evaluation of the physical education curriculum is acceptable. |
| 2 | 1.81 – 2.60 | Needs Improvement | The teachers' evaluation of the physical education curriculum is below the standards. |
| 1 | 1.00 – 1.80 | Unacceptable | The teachers' evaluation of the physical education curriculum is unacceptable. |

Table 1.c appraises the contribution of the management / organization on the implementation of the curriculum in Physical Education during the online distant learning.

Table 1.c
Scale of Interpretation for Teachers' Evaluation on the Physical Education Curriculum
(Management / Organization)

| <i>Score</i> | <i>Statistical Range</i> | <i>Descriptive Equivalent</i> | <i>Interpretation</i> |
|--------------|--------------------------|-------------------------------|-----------------------|
|--------------|--------------------------|-------------------------------|-----------------------|

| | | | |
|---|-------------|--------------------------|--|
| 5 | 4.21 – 5.00 | Clearly exceed standards | The teachers' evaluation of the physical education curriculum is exceptional. |
| 4 | 3.41 – 4.20 | Strong | The teachers' evaluation of the physical education curriculum is beyond the standards. |
| 3 | 2.61 – 3.40 | Meet standards | The teachers' evaluation of the physical education curriculum is acceptable. |
| 2 | 1.81 – 2.60 | Developing | The teachers' evaluation of the physical education curriculum is below the standards. |
| 1 | 1.00 – 1.80 | Does not meet standards | The teachers' evaluation of the physical education curriculum is unacceptable. |

Table 1.d measures the implementation of the curriculum centered on learning climate and professionalism in teaching Physical Education during the online distant learning.

Table 1.d
Scale of Interpretation for Teachers' Evaluation on the Physical Education Curriculum (Learning Climate and Professionalism)

| <i>Score</i> | <i>Statistical Range</i> | <i>Descriptive Equivalent</i> | <i>Interpretation</i> |
|--------------|--------------------------|-------------------------------|--|
| 5 | 4.21 – 5.00 | Exemplary | The teachers' evaluation of the physical education curriculum is exceptional. |
| 4 | 3.41 – 4.20 | Very Good | The teachers' evaluation of the physical education curriculum is beyond the standards. |
| 3 | 2.61 – 3.40 | Good | The teachers' evaluation of the physical education curriculum is acceptable. |
| 2 | 1.81 – 2.60 | Poor | The teachers' evaluation of the physical education curriculum is below the standards. |
| 1 | 1.00 – 1.80 | Needs significant attention | The teachers' evaluation of the physical education curriculum is unacceptable. |

Table 2 presents the 4-point scale to measure the perceived development of the 21st century skills among learners on the following: use of real-world digital and other research tools, ability to work independently and collaboratively to solve problems and accomplish goals, ability to communicate information clearly and effectively, innovation, flexibility, and adaptation, and personal responsibility, ethical behavior, and character.

Once again, the total scale of the respondents is the sum of the value of response in each item. And to check the development of these 21st century skills, weighted mean and rank of the means are obtained followed by assigning the necessary interpretation using the rating scale. The specific statistical tools are described in the following paragraphs.

Table 2
Scale of Interpretation for Students' Perceived Performance of the 21st Century Skills

| <i>Score</i> | <i>Statistical Range</i> | <i>Descriptive Equivalent</i> | <i>Interpretation</i> |
|--------------|--------------------------|-------------------------------|--|
| 4 | 3.25 – 4.00 | Outstanding | The respondents have a remarkable confidence on the perceived performance of the 21st century skills during the online distant learning. |
| 3 | 2.50 – 3.24 | Satisfactory | The respondents have a trust on the perceived performance of the 21st century |

| | | | |
|---|-------------|----------------|---|
| 2 | 1.75 – 2.49 | Below Average | skills during the online distant learning. The respondents have difficulty on the perceived performance of the 21st century skills during the online distant learning. |
| 1 | 1.00 – 1.74 | Unsatisfactory | The respondents failed to develop on the perceived performance of the 21st century skills during the online distant learning. |

IV. RESULTS AND DISCUSSION

This section presents the analysis of gathered data from the respondents on Teachers' Evaluation on the Physical Education Curriculum and Students' Perceived Performance of the 21st Century Skills. Discussion was made followed by the tables and the corresponding interpretation on the implementation of Physical Education and Health.

Teachers' Evaluation on the Physical Education Curriculum

Teachers were surveyed on their experience and practices concerning the implementation of the curriculum program of the UC-SHS. This research determined the implementation of curriculum across all the areas in HOPE: fitness, sports, dance, and recreational. The teachers rated the instruments quite high, with all aspects except for Teachers' Professionalism under the range of the highest possible response.

Table 3 presents PE teachers' evaluation of the instructions in PE and Health during the online distance learning program. The highest evaluation possible is "outstanding" followed by "above average".

Table 3
Evaluation of Physical Education Teachers on the Course Instructions

| <i>Indicators</i> | <i>Mean</i> | <i>Interpretation</i> |
|--|-------------|-----------------------|
| Instruction is based on local, state and/or national physical education standards | 4.50 | Outstanding |
| Supports school improvement goals | 4.25 | Outstanding |
| Supports physical education program goals | 4.25 | Outstanding |
| Lesson introduction is appropriate | 4.50 | Outstanding |
| Learning expectations/objectives/instructional goals are clearly communicated to students | 4.25 | Outstanding |
| Content is accurate and current | 4.50 | Outstanding |
| Content and tasks are developmentally appropriate and properly sequenced | 4.00 | Above Average |
| Content and tasks are presented concisely and clearly, emphasizing key elements | 4.00 | Above Average |
| Engages students in learning by enabling all learners to participate through multiple modalities | 4.25 | Outstanding |
| Opportunities for teachable moments are recognized and utilized | 4.00 | Above Average |
| Instruction is differentiated for all learners | 4.25 | Outstanding |
| Specific, meaningful, and timely feedback is provided to students | 4.50 | Outstanding |
| Content is linked to and promotes the transfer of learning within physical education units and among other subject content areas | 4.50 | Outstanding |
| Student performance is continually assessed to guide instruction | 4.25 | Outstanding |
| Lesson presentation is changed in response to observation of student performance and/or information from formative assessment | 4.25 | Outstanding |
| Independent learning is promoted, encouraged, and reinforced through daily assessments | 4.25 | Outstanding |
| Technology enhances instruction | 4.00 | Above Average |
| Lesson pace is appropriate | 4.25 | Outstanding |
| Appropriate closure is provided | 4.50 | Outstanding |
| Overall Mean | 4.28 | Outstanding |

The overall evaluation of P.E teachers on the course instruction was outstanding represented by a mean of 4.28 ($\bar{x} = 4.28$). Out of the 19 indicators, 15 were found to be outstanding and the remaining four instruction indicators were rated by teachers as above average. The highest mean was identified on the following indicators with a mean of 4.5 ($\bar{x} = 4.5$): instruction is based on local; state and/or national physical education standards; lesson introduction is appropriate; content is accurate and current; specific, meaningful, and timely feedback is provided to students; content is linked to and promotes the transfer of learning within physical education units and among other subject content areas, and appropriate closure is provided. On the other hand, the lowest mean of 4 ($\bar{x} = 4$) was revealed on the following indicators: content and tasks are developmentally appropriate and properly sequenced; content and tasks are presented concisely and clearly, emphasizing key elements; opportunities for teachable moments are recognized and utilized, and technology enhances instruction. This implies that the teachers are well equipped on the implementation of the subject in terms of course instructions and considered as an integral part of the learning process. Modified syllabus and a well-crafted teaching guide help the teachers in delivering appropriate lesson, activities, and assessment that is suited for the learners. In identifying the performance task which is aligned with the standards of the Department of Education, the teachers carefully identified topics and enabling activities that will ensure the accomplishment of the task. This safeguards the acquisition of learning competencies and the 21st century skills. According to Yasser and Eltantawy (2019), instructions scaffold an effective mechanism to help the learners expand their learning areas to accommodate the most complex cognitive domains. UC-SHS PE teachers' outstanding coursed instructions help the students towards the four exits.

Table 4 presents PE teachers' evaluation of the evidence of student learning in PE during the online distance learning program. The indicators are focused on students' assessments and student progress. The highest evaluation possible is "mastery" followed by "proficient". Table 4 presents PE teachers' evaluation on the evidence of student learning in PE during the online distance learning program. The indicators are focused on students' assessments and student progress. The highest evaluation possible is "mastery" followed by "proficient".

Table 4
Evaluation of Physical Education Teachers on the Evidence of Student Learning

| <i>Indicators</i> | <i>Mean</i> | <i>Interpretation</i> |
|---|-------------|-----------------------|
| Assessment is based on mastery of learning expectations which are aligned with local, state, and national standards | 4.25 | Mastery |
| Grading is based on assessment of student learning | 4.25 | Mastery |
| There is ongoing formal and informal assessment | 3.75 | Proficient |
| Assessment criteria is communicated to students | 4.50 | Mastery |
| Multiple assessment strategies and tools are used (formative and summative) to monitor student learning | 4.25 | Mastery |
| Students can self-assess and are aware of their own progress toward learning goals | 4.00 | Proficient |
| Students are able to articulate relevance and transfer of learning | 4.00 | Proficient |
| Students demonstrate creative and critical thinking skills | 4.00 | Proficient |
| Evidence of students' independent learning outside of class is part of assessment | 4.50 | Mastery |
| Student progress is documented in a retrievable record-keeping system | 4.50 | Mastery |
| Student progress and achievement is communicated regularly to relevant stakeholders | 4.50 | Mastery |
| Overall Mean | 4.23 | Mastery |

The result on evidence of student learning gained a mean of 4.23 ($\bar{x} = 4.23$) with a descriptive equivalent of mastery. From the 11 indicators, 7 were observed with mastery and the remaining four indicators were rated by teachers as proficient. The highest mean was identified on the following indicators with a mean of 4.5 ($\bar{x} = 4.5$): assessment criteria are communicated to students; evidence of students' independent learning outside of class is part of the assessment; student progress is documented in a retrievable record-keeping system, and student progress and achievement is communicated regularly to relevant stakeholders. On the other hand, the lowest mean of 3.75 ($\bar{x} = 3.75$) was revealed on the indicator - there is ongoing formal and informal assessment. This implies that the teachers observed a student-centered learning environment in planning, implementation, and assessments in physical and health curriculum in fostering meaningful learning. The success of the implementation is not based solely on the pedagogy of the teachers but also must understand student's interests and style of learning. On this note, the teachers carefully examine the formative assessment and enabling activities where the students find it more engaging and helpful in the accomplishment of the standards delegated by the Department of Education and 21st Century Skills. Also, the PE teachers considered the lifelong learning that students will attain in performing all activities and not just about simply complying with the requirements. This can be attributed to the study of Kaput (2018) on student-centered learning in providing the unique needs of each learner. Students should be assessed under the seven principles of student-centered learning namely, positive relationships, whole child needs, positive identity, student ownership and agency, real-world relevance, competency progression, and anytime, anywhere. On the implementation of online distant learning, the word flexible is being observed by the PE teachers to ensure that there is learning, both process, and product, across all types of modalities.

Table 5 presents PE teachers' evaluation of their management/organization during the online distance learning program. The indicators reflect the teachers' activities that will reflect their class management. The highest evaluation possible is "clearly exceeds standards" followed by "strong".

Table 5
PE Teachers' Evaluation on Their Management/Organization

| <i>Indicators</i> | <i>Mean</i> | <i>Interpretation</i> |
|---|-------------|---------------------------|
| Lesson plans and curriculum are aligned w/ current local, state, and national standards | 4.50 | Clearly Exceeds Standards |
| Instructional area is safe, orderly, and supports learning activities | 4.25 | Clearly Exceeds Standards |
| Adequate and developmentally appropriate equipment is accessible and utilized | 4.50 | Clearly Exceeds Standards |
| Instructional support materials are utilized to enhance the lesson. | 4.50 | Clearly Exceeds Standards |
| Students understand and adhere to class rules, routines, and behavioral expectations | 4.00 | Strong |
| Class routines maximize instructional time | 4.00 | Strong |
| There is a behavior management plan that is fair, firm, and equitable | 4.50 | Clearly Exceeds Standards |
| Appropriate behaviors are reinforced consistently | 4.25 | Clearly Exceeds Standards |
| Effective management strategies are used | 4.00 | Strong |
| Students are actively monitored and closely supervised | 3.50 | Strong |
| Students are appropriately grouped | 3.75 | Strong |
| Effective and smooth transitions are apparent | 4.25 | Clearly Exceeds Standards |

| | | |
|---|-------------|----------------------------------|
| Allocated time is used effectively and efficiently allowing students to remain focused on the lesson and task expectations. | 4.50 | Clearly Exceeds Standards |
| Students are engaged in relevant, meaningful physical activity a minimum of 60 % of the instructional time. | 5.00 | Clearly Exceeds Standards |
| Progress toward school improvement goals is documented | 4.50 | Clearly Exceeds Standards |
| Accurate records are maintained | 4.25 | Clearly Exceeds Standards |
| Overall Mean | 4.27 | Clearly Exceeds Standards |

Teacher management and organization were overall evaluated by PE teachers with clearly exceed standards mean of 4.27 ($\bar{x} = 4.27$). Among the 16 indicators, 11 were remarked with clearly exceeds standards and five were rated by teachers as strong. The highest mean was identified on the indicator - students are engaged in relevant, meaningful physical activity a minimum of 60 % of the instructional time with a perfect mean of 5 ($\bar{x} = 5$). On the other hand, the lowest mean of 3.50 ($\bar{x} = 3.50$) was revealed on the indicator - students are actively monitored and closely supervised. This implies that the teachers applied exceptional practices in creating a focused and nurturing classroom atmosphere, especially during online distant learning. They were able to consider the possible challenges that students may experience on this online learning and as the result of applying flexibility in terms of instructions, activities, and assessment, the UC SHS teachers were able to impart a sense of belongingness to which students feel valued. Creating good relations between teachers and students and capitalizing on the sense of belongingness attribute to an engaged and active completion of learning. Effective classroom management starts with relationship building, when students feel a greater sense of belonging, they're more likely to be academically engaged and demonstrate positive behavior (Terada, 2019). Teachers' management and organization skills are significant to the success of the implementation of the curriculum towards its goals among learners.

Table 6 shows PE teachers' evaluation of the Learning Climate during the online distance learning program. The indicators on the learning climate both apply to the teachers and their students. The highest evaluation possible is "Exemplary" followed by "very good".

Table 6
PE Teachers' Evaluation on the Learning Climate

| <i>Indicators</i> | <i>Mean</i> | <i>Interpretation</i> |
|---|-------------|-----------------------|
| Lifelong physical activity and skillful movement are promoted | 4.50 | Exemplary |
| There is a safe, secure, learning environment that promotes, success, appropriate risk taking, positive self-expression and enjoyment | 4.50 | Exemplary |
| High expectations for learning and behavior are evident | 4.50 | Exemplary |
| Climate of courtesy and respect is established | 4.25 | Exemplary |
| Students demonstrate respect and appreciation for individual difference | 4.00 | Very Good |
| Students accept responsibility for their learning and actions | 3.50 | Very Good |
| Students support the learning of others | 3.25 | Very Good |
| Students are recognized and praised for efforts & positive contributions | 4.50 | Exemplary |
| All interactions are positive | 4.25 | Exemplary |
| Overall Mean | 4.14 | Very Good |

Learning climate was assessed as very good with an overall mean of 4.14 ($\bar{x} = 4.14$). After the teacher's evaluation on the nine indicators, six were commented as exemplary and three were stated as very good. The highest mean was identified on the following indicators: lifelong physical activity and skillful movement are promoted, there is a safe, secure, learning environment that promotes, success, appropriate risk-taking, positive self-expression and enjoyment, high expectations for learning and behavior are evident, and students are recognized and praised for efforts & positive contributions with a mean of 4.5 ($\bar{x} = 4.5$). On the other hand, the lowest mean of 3.25 ($\bar{x} = 3.25$) was revealed on the indicator - students support the learning of others. This implies that the teachers adopted a positive learning culture during this online modality where the students can still be able to acquire motivations towards a successful learning outcome. The subject physical education usually involved group performances and collaboration; however, because of the current situation activities are now individualized and through video recorded documentation. The usual "support" and peer-teaching/practice is no longer being practiced, but the teachers were able to bridge the gap by providing positive interaction, opportunities, and encouragement from the teachers. "Strong teacher-student relationships have long been considered a foundational aspect of a positive school experience" (Cook, 2020) where it broadens and builds more positive experience, engagement, and performance to the students. Teachers established a good relationship with the students to maintain a harmonious teacher-student relationship for the success of the delivery of the subject and academically engaged.

Table 7 presents PE teachers' evaluation of their own professionalism during the online distance learning program. The result depicts the teachers' own self-evaluation on their professionalism in class. The highest evaluation possible is "exemplary".

Table 7
PE Teachers' Evaluation on their Professionalism

| <i>Indicators</i> | <i>Mean</i> | <i>Interpretation</i> |
|---|-------------|-----------------------|
| Teacher is a lifelong learner within the profession | 4.75 | Exemplary |
| Teacher is an advocate for the profession | 4.75 | Exemplary |
| Teacher adheres to professional and ethical standards | 4.75 | Exemplary |
| Teacher is receptive to feedback and seeks opportunities for personal growth | 4.50 | Exemplary |
| Teacher participates in professional organizations | 4.50 | Exemplary |
| Teacher establishes professional objectives each year | 4.50 | Exemplary |
| Teacher reflects upon and incorporates new learning into practice | 4.50 | Exemplary |
| Teacher shares information, resources, and expertise with peers | 4.50 | Exemplary |
| Teacher is collegial and interacts appropriately with staff, parents, and school volunteers | 4.50 | Exemplary |
| Teacher is an integral, contributing member of the school community | 4.50 | Exemplary |
| Teacher collaborates with community, colleagues, staff, and resource persons | 4.75 | Exemplary |
| Teacher models appropriate appearance and behavior | 4.75 | Exemplary |
| Overall Mean | 4.60 | Exemplary |

The teacher's professionalism was Learning climate had received an exemplary remark with an overall mean of 4.60 ($\bar{x} = 4.60$). All 12 indicators were evaluated as "exemplary" by the PE teachers and received the highest mean of 4.60 ($\bar{x} = 4.60$) among all others in the questionnaire. The highest mean was identified on the following indicators: teacher is a lifelong learner within the profession, the teacher is an advocate for the profession, teacher adheres to professional and ethical standards, teacher collaborates with community, colleagues, staff, and resource persons, and teacher models appropriate appearance and

behavior with a mean of 4.75 ($\bar{x} = 4.75$). On the other hand, the lowest mean of 4.5 ($\bar{x} = 4.5$) was revealed on the following indicators: teacher is receptive to feedback and seeks opportunities for personal growth; teacher participates in professional organizations; teacher establishes professional objectives each year; teacher reflects upon and incorporates new learning into practice; teacher shares information, resources, and expertise with peers; the teacher is collegial and interacts appropriately with staff, parents, and school volunteers; and teacher is an integral, contributing member of the school community. This implies that the teachers are mindful of the significance of professionalism. They possess a professional demeanor in taking responsibilities as teachers in teaching Physical Education and Health. It is vital to demonstrate professionalism in facilitating the curriculum to ensure the success of the implementation, especially during online distant learning. Teachers served as role models and were required to always demonstrate ethical behaviors to work together with students, colleagues, parents, and others. Professional learning can increase the interest of the teachers to support as a critical way to support the progression of the complex skills of the students which they need to learn (Darling-Hammond et al., 2017). This is a way to enable teachers and enhance teaching strategies in teaching subjects in attaining their goals and objectives. It can make or break a student, that is why it is important to maintain exemplary professionalism.

Students' Perceived Performance of the 21st Century Skills

The University of the Cordilleras has fully implemented an online distance learning scheme for the 1st trimester of the school year 2020-2021. With the new normal, the students were asked to evaluate the evaluation of the curriculum towards the 21st century skills.

This research determined the implementation of the curriculum of Physical Education and Health in developing the primary skills of the 21st century learners. Overall, all though PE classes were being taught in an online platform, due to the pandemic, the implementation of the curriculum along different aspects was found out to be satisfactory for the students. No indicator and areas of the curriculum were rated lower than the satisfactory range from the students. An aspect of the curriculum even received an outstanding evaluation from the students which involves Personal Responsibility, Ethical Behavior, and Character as they immerse themselves in the new normal.

The students' use of digital and other research tools as evaluated by the learners with respect to the subject Physical Education during the online learning program was presented in Table 8. The highest evaluation possible is "outstanding", followed by "satisfactory".

Table 8
Students' Use of Real-World Digital and Other Research Tools

| <i>Indicators</i> | <i>Mean</i> | <i>Interpretation</i> |
|--|-------------|-----------------------|
| Student demonstrates ability to access a variety of digital resources, electronic media, and technology tools. | 3.21 | Satisfactory |
| Student critically and competently evaluates the accuracy or reliability of digital, electronic, and technology resources. | 3.07 | Satisfactory |
| Student uses information accurately and creatively for the issue or problem at hand | 3.11 | Satisfactory |
| Student demonstrates an understanding of the ethical and legal issues related to proper citation of source material. | 3.07 | Satisfactory |
| Overall Mean | 3.12 | Satisfactory |

The overall evaluation of the students on the use of real-world digital and other research tools had a satisfactory remark with regards to the alignment of the implementation towards

the development of the 21st century skills with a mean of 3.12 ($\bar{x} = 3.12$). All four indicators were marked with a satisfactory rating. The highest mean was identified on the indicator - the student demonstrates the ability to access a variety of digital resources, electronic media, and technology tools with a mean of 3.21 ($\bar{x} = 3.21$). On the other hand, the lowest mean of 3.07 ($\bar{x} = 3.07$) was revealed on the following indicators: student critically and competently evaluates the accuracy or reliability of digital, electronic, and technology resources; and the student demonstrates an understanding of the ethical and legal issues related to proper citation of the source material. This implies that the adeptness of the respondents in the use of digital tools is no surprise as Grade 12 students belong to Generation Z. Technology plays an important role in society today. It has positive and negative effects on the world, and it impacts daily lives (Allen, 2019). They are on track to be the most well-educated generation however, despite being technologically advanced, the study identified this primary skill as the lowest. In the article entitled 5 Problems with Technology in Classroom (Unknown author, 2019), mentioned the possible challenges and can be the rationale why technology got the lowest rank, pace of change and cost, different social dynamics, limited perceived effectiveness of technology, lack of alignment between technology, curriculum, and instructions, and lack of clarity about the purpose.

Table 9 presents the ability of the students to work independently and collaboratively as evaluated by the learners with respect to the subject Physical Education during the online learning program. Indicators focused on learner's participation during collaborative activities.

Table 9
Students' Ability to Work Independently and Collaboratively to Solve Problems and Accomplish Goals

| <i>Indicators</i> | <i>Mean</i> | <i>Interpretation</i> |
|--|-------------|-----------------------|
| Student contributes to collaborative tasks by active listening and sharing relevant information. | 3.14 | Satisfactory |
| Student assumes shared responsibility for collaborative work and values the individual contributions made by each team member. | 3.11 | Satisfactory |
| Student seeks to understand how new or different ideas will benefit the group. | 3.21 | Satisfactory |
| Student demonstrates ability to change direction, incorporate new learning/ideas, and reach workable solutions when appropriate or applicable. | 3.20 | Satisfactory |
| Overall Mean | 3.17 | Satisfactory |

Students also evaluated the implementation of the curriculum in terms of the ability to work independently and collaboratively to solve problems and accomplish goals had a satisfactory remark with regards to the alignment of the implementation towards the development of the 21st century skills with an overall mean of 3.17 ($\bar{x} = 3.17$). All four indicators were marked with a satisfactory rating. The highest mean was identified on the indicator - student seeks to understand how new or different ideas will benefit the group with a mean of 3.21 ($\bar{x} = 3.21$). On the other hand, the lowest mean of 3.11 ($\bar{x} = 3.11$) was revealed on the indicator - student assumes shared responsibility for collaborative work and values the individual contributions made by each team member. This implies that the students were able to work independently in most of their works and activities due to the current situation. Nevertheless, through a mindful plotting of its curriculum, instructions, and assessments, the teachers were able to inject collaborative learning on its most creative and innovative teaching pedagogy to enables the development of solving problem skills toward accomplishing a goal. Collaboration is a process where an individual works interdependently by sharing his or her knowledge and skills to achieve common goals. According to the article

Indeed Editorial Team (2020), collaboration skills are essential for nearly every job role and industry. A student who is into collaboration has the advantage in terms of planning and decision-making; group communication; involvement of resources, concepts, efforts, and support; monitor, reflect, and adaptability for the benefit of the group; and collaboration of skills.

Table 10 presents the ability of the students to communicate information clearly and effectively as evaluated by the learners with respect to the subject Physical Education during the online learning program.

Table 10
Students' Ability to Communicate Information Clearly and Effectively

| <i>Indicators</i> | <i>Mean</i> | <i>Interpretation</i> |
|---|-------------|-----------------------|
| Student presents ideas (written, oral, visual) accurately, articulately and in an organized manner | 3.14 | Satisfactory |
| Student demonstrates effective awareness of audience, task, and purpose in final project/product. | 3.18 | Satisfactory |
| Student communicates using a variety of methods and tools appropriate to audience, task and purpose and audience. | 3.16 | Satisfactory |
| Student uses vivid and precise language or graphical choices to communicate. | 3.20 | Satisfactory |
| Overall Mean | 3.17 | Satisfactory |

The ability to communicate information clearly and effectively was found to be satisfactory among students regarding the alignment of the implementation towards the development of the 21st century skills with an overall mean of 3.17 ($\bar{x} = 3.17$). All four indicators were marked with a satisfactory rating. The highest mean was identified on the indicator - student uses vivid and precise language or graphical choices to communicate with a mean of 3.20 ($\bar{x} = 3.20$). On the other hand, the lowest mean of 3.14 ($\bar{x} = 3.14$) was revealed on the indicator - student presents ideas (written, oral, visual) accurately, articulately, and in an organized manner. This implies that the students were still able to exchange ideas, information, views, opinion, and even feelings effectively even during online distant learning. And these are considered as communication since teachers were able to address students' concerns by listening and by providing feedback. Communication includes reading, writing, speaking, and listening as the subdomain which has multiple and diverse considerations both for verbal and non-verbal proficiency (Thompson, 2020). It focuses on students in developing student's comprehension of information, sharing of information, implementation of information communication technology, and recognition of cultural differences. The clarity and effectiveness of the communication can be effortless if there is a regular exchange of message which can be easily understood, engaging, active, inspiring, and most importantly respectful.

Table 11 presents students' evaluation of their innovation, flexibility, and adaptation during the online class set-up. An "outstanding" is the highest possible interpretation followed by "satisfactory".

Table 11
Students' Innovation, Flexibility, and Adaptation

| <i>Indicators</i> | <i>Mean</i> | <i>Interpretation</i> |
|---|-------------|-----------------------|
| Student demonstrates originality, inventiveness, and/or creativity in work. | 3.23 | Satisfactory |
| Student maintains a positive attitude toward task completion as demonstrated by asking questions and editing and revising work. | 3.11 | Satisfactory |

| | | |
|--|-------------|---------------------|
| Student is willing to take on a challenge, make mistakes and improve quality and creativity of work through experience | 3.39 | Outstanding |
| Overall Mean | 3.24 | Satisfactory |

In terms of innovation, flexibility, and adaptation, the overall evaluation of the students had a satisfactory remark with regards to the alignment of the implementation towards the development of the 21st century skills with a mean of 3.24 ($\bar{x} = 3.24$). Among the three indicators, one was appraised as outstanding and the remaining two were marked with a satisfactory rating. The highest mean was identified on the indicator - Student is willing to take on a challenge, make mistakes and improve quality and creativity of work through experience with a mean of 3.39 ($\bar{x} = 3.39$). On the other hand, the lowest mean of 3.11 ($\bar{x} = 3.11$) was revealed on the indicator - the student maintains a positive attitude toward task completion as demonstrated by asking questions and editing and revising work. This implies that the students are adapting to online distant learning or to the flexibility of teaching modalities. The term adaptive learning is an approach to online instruction that regulates the needs of the students to progress in the course content based on prior knowledge (Shelle et al., 2018). Because of this global pandemic, the online environment compelled both teachers and students to be well equipped with technology to meet the demand of society. This innovation, flexibility, and adaptation will provide better chances for students once they start working because of experiences brought by this unprecedented time.

Table 12 presents students' evaluation of their personal responsibility, ethical behavior, and character during the online class set-up. An "outstanding" is the highest possible interpretation of the responses.

Table 12
Students' Personal Responsibility, Ethical Behavior and Character

| <i>Indicators</i> | <i>Mean</i> | <i>Interpretation</i> |
|---|-------------|-----------------------|
| Student demonstrates social and academic responsibility through personal actions and behaviors. | 3.35 | Outstanding |
| Student demonstrates respect for self and others as well as for personal property and school equipment. | 3.47 | Outstanding |
| Student demonstrates respect for persons from other cultures, different background, and beliefs. | 3.47 | Outstanding |
| Overall Mean | 3.43 | Outstanding |

As compared to all other aspects, only the students on the personal responsibility, ethical behavior, and character received an outstanding remark with regards to the alignment of the implementation towards the development of the 21st century skills with a mean of 3.43 ($\bar{x} = 3.43$). All three indicators were marked as outstanding. The highest mean was identified on the following indicators: student demonstrates respect for self and others as well as for personal property and school equipment; and the student demonstrates respect for persons from other cultures, different backgrounds, and beliefs with a mean of 3.47 ($\bar{x} = 3.47$). On the other hand, the lowest mean of 3.11 ($\bar{x} = 3.11$) was revealed on the indicator - student demonstrates social and academic responsibility through personal actions and behaviors. This implies that the online distance learning scheme of the university has forced students to become responsible and respectful. Students are responsible for their actions and decision particularly on the accomplishments of the activities. Neman (2019) stated that teachers are ultimately responsible for classroom management, however, students play an important role as well in creating a culture of learning, accountability, and inclusivity. The uploading of new

learning modules is every Friday and must be accomplished and submitted before the following week. Students developed a sense of responsibility in accomplishing the task. Also, the students realized the value of respect for oneself and others, and for other cultures, backgrounds, and beliefs. According to Johnson (2018), respect and trust are foundational for learning. When there is respect and trust, learning is more engaging and productive. As we are still adjusting to this new normal of delivering the curriculum, we should practice the value of respect and trust to anyone including our students.

V. CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions and recommendations of this research established from the interpretation of the gathered data.

Conclusion

Based on the findings of the study, the researcher came up with the following conclusion:

1. The UC SHS PE teachers are equipped in ensuring effective implementation of the subject. They have well planned and prepared the curriculum of Physical Education and Health across fitness, sports, dance, and recreational activities. This paper made evident that teachers consider their profession, the purport of becoming a professional, and their professional development as the contributory factors on the successful implementation of the subject during online distant learning.
2. Generally, the students were able to develop different skills which are expected in every senior high school student upon reaching the four exits. These preparatory skills are in accordance with the goals of the Department of Education K-12 Program and the 21 Century Skills. Based on the finding, founded that UC SHS students have acceptable development on the identified skills. Moreover, students perceived that the dominant skills that were developed on personal responsibility, ethical behavior, and character development during the implementation of online distant learning.

Recommendation

Based on the findings and conclusions of the study, the following are recommended:

1. To maintain the outstanding evaluation in implementing the subject, teachers must continue their approach in delivering the subject most especially in this time of online distant learning to set standards and maintain quality of education.
2. PE teachers, with the support of the school administrators, must continuously conduct activities that are student-centered that will promote an active, engaging, and motivated learning process and product that guarantee the development of all 21st century skills.

Other recommendation:

3. This teachers' evaluation of the curriculum implementation should be adopted by the other subject/department to improve further.
4. Review the curriculum in terms of alignment from the standards, competencies, performance tasks, essential topics, enabling activities, and assessment that assures the development of the 21st century skills.

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