



AMERICAN JOURNAL OF
**PHYSICAL EDUCATION AND
HEALTH SCIENCE (AJPEHS)**

ISSN: 2992-9679 (Online)

VOLUME 2 ISSUE 1 (2024)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Assessing the Impact of Remote Learning on Learning Competencies of Senior High School Students in the Health Optimizing Physical Education (HOPE) Program

James Darwin N. Lagman^{1*}, Richard John W. Hernandez²

Article Information

Received: February 19, 2024

Accepted: April 26, 2024

Published: May 17, 2024

Keywords

Health Optimizing Physical Education (HOPE), Physical Education, K-12 Curriculum, Learning Competencies

ABSTRACT

This study examined the impact of remote learning on the competencies of learning objectives within the HOPE program for Grades 11 and 12 students in Mabalacat City. Using a quantitative-descriptive survey design with 12 PE teachers and coordinators, the study employed the Context-Input-Process-Product (CIPP) model to evaluate the program's effectiveness, focusing on the "product" aspect. Findings revealed positive outcomes, with students exceeding their learning objectives in key areas aligned with the K-12 curriculum. Students successfully demonstrated an understanding of physical activity's role in stress management and engagement in moderate-to-vigorous activities. They also displayed an advanced grasp of personal safety protocols, suggesting readiness for potential careers in health and fitness. These findings contribute to the understanding of remote learning's potential in achieving physical education goals. Further research could explore the long-term impact of these approaches and their applicability to wider contexts, informing curriculum development and educational policy decisions.

INTRODUCTION

Educational standards serve as guiding principles for assessing learners' progress and achievement, providing clarity and measurability in educational outcomes (Kaynat, 2017). In the context of the Philippines, Physical Education (PE) plays a crucial role in fostering holistic development among students, encompassing physical, emotional, mental, and social aspects (Lubis, 2019). PE programs aim to cultivate healthy lifestyles, enhance fitness levels, and instill positive attitudes towards physical activity, thereby contributing to lifelong well-being (Danish, 2018). Legislative measures underscore the importance of PE within the Philippine education system, emphasizing its role in promoting discipline, teamwork, and excellence (Republic Act No. 5708; Republic Act No. 11214). Moreover, educational reforms such as the K-12 program have integrated PE and Health into the curriculum, recognizing their significance in nurturing informed decision-making and fostering active lifestyles among learners (CHED Order No. 46 s. 2012). However, despite these initiatives, challenges persist in implementing PE programs effectively, as evidenced by discrepancies observed in the delivery of the Health Optimizing Physical Education (HOPE) program in Mabalacat City. Issues such as teacher qualifications, instructional materials, and facility inadequacies have hindered the program's efficacy, exacerbated by the onset of the COVID-19 pandemic. The COVID-19 pandemic has compelled educational institutions to adopt remote learning modalities, disrupting traditional face-to-face instruction (Blackburn, 2020). This transition poses unique challenges for PE, a performance-based subject reliant on physical engagement and interaction. While

online learning has become a prevalent solution during the pandemic, its suitability for PE and health education remains questionable (Blackburn, 2020).

Online delivery has spurred a pedagogical shift in teaching and learning approaches. There was a change from top-down lecturing and passive students to a more cooperative, collaborative approach in which students and instructors co-create the learning process. Teachers' role changed from the "sage on the stage" to "the guide on the side." Despite previous reports on the contrast of classroom and distance learning, the evaluation of the student-centered active learning approaches delivered through blended learning approaches compared to fully online learning has not been widely available. Therefore, this study showed one potentially positive result of the current fascination with online delivery education is that schools were forced to define and defend quality education. This study presents to the public the importance of Physical Education and health subject delivered in a high-tech world during this pandemic.

In the midst of the COVID-19 pandemic's changing environment, the HOPE curriculum educates and inspires students to embrace and pursue a healthy and active lifestyle through education and participation in sports and other physical and recreational activities. It also develops and reinforces students' character by involving them in physical and friendly contests, as well as activities that promote Philippine culture. However, Espia-Verano (2016) identified a decline of Physical Education in schools. They cited shortcomings in various areas, including content, time commitment, academic status, supplies, human resources, quality of program execution, and teacher performance. According to

¹ Center for Community Research and Innovation, Mabalacat City College, Philippines

² National University, Philippines

* Corresponding author's e-mail: lagmanjames888@yahoo.com

Miguel (2013), physical education and sports programs in Philippine schools suffer from low resources and deprived conditions because, among other things, important decisions are frequently made by officials with no academic or professional credentials in the discipline; and physical education and sports are commonly regarded as subjects that develop cognitive capabilities rather than subject areas that develop play.

The primary aim of this paper is to comprehensively evaluate the impact of remote learning on learning achievements within the Health Optimizing Physical Education (HOPE) Program. The sudden shift to online modalities due to the COVID-19 pandemic necessitates a critical assessment of how this transition has influenced the effectiveness of PE instruction and student outcomes. Specifically, this study seeks to investigate the details of remote learning's influence on student engagement, attainment of learning objectives, and overall learning outcomes within the HOPE curriculum. By examining these aspects of remote learning in the context of PE education, this research aims to provide insights into the strengths and challenges of online instruction, identify areas for improvement, and inform strategies to optimize the delivery of the HOPE program in the digital learning environment.

The result of this study may be used to improve the quality of HOPE program implementation since the door for distance learning even COVID-19 pandemic is gone is highly possible. Hence, it is along these insights that gave a plausible reason for the researcher's preference to conduct a study on the evaluation of the implementation of the HOPE program.

LITERATURE REVIEW

The abrupt shift to remote learning due to the COVID-19 pandemic has significantly impacted educational practices across all disciplines, including physical education. This study examines the impact of remote learning on student achievement within the Health Optimizing Physical Education (HOPE) program for Grades 11 and 12. Examining existing literature is crucial to understand the effectiveness of remote learning in achieving HOPE program objectives and its potential influence on future curriculum development.

While traditional physical education focuses on movement skills and participation in physical activities, remote learning presents logistical and pedagogical challenges. Studies like O'Connor *et al.* (2020) highlight the decrease in physical activity levels and challenges in replicating complex skills virtually. However, studies like Liu *et al.* (2021) also showcase adaptations like online tutorials and technology-aided assessments demonstrating potential benefits in knowledge acquisition and promoting self-directed learning.

Unfortunately, limited research directly addresses the impact of remote learning on the HOPE program specifically. However, studies like Bautista *et al.* (2022) examine the effectiveness of blended learning

approaches in HOPE, suggesting improved knowledge and skill development compared to traditional methods. Investigating similar studies exploring remote-specific adaptations within the HOPE program can provide valuable insights for this research.

The strengths of Fraticelli Rivera (2018) and Gonzales *et al.* (2018) is focus in highlighting curriculum adaptation challenges and faculty perspectives in transitioning to new programs. However, both pre-date the pandemic and lack direct exploration of remote learning's impact. Cariaga (2016) emphasizes program quality for physical activity promotion but doesn't address remote delivery. Lyras and Peachey (2011) offer broader insights on program development but lack specific application to the HOPE program context. Furthermore the study Sayed *et al.* (2023) regarding the development of policy guidelines, influenced by UNESCO's framework for quality physical education, is recommended for shaping the implementation of such programs in secondary education settings. Meanwhile, the observations made by Hussein (2024) point to the challenges faculty face regarding freedom of expression and involvement in decision-making at the university level, which has implications for the evolution of programs, including those like the HOPE initiative.

Organizing the review thematically around "impact of remote learning," "studies on the HOPE program," and "critical analysis" would improve coherence. Updating the literature review with recent studies like Chen *et al.* (2023) exploring technology-supported physical education during COVID-19, and studies addressing remote learning experiences and outcomes specifically within the HOPE program context, would strengthen the review's relevance and impact.

MATERIALS AND METHODS

Study Design and Locale

This research adopts a descriptive survey method to assess the impact of remote learning on learning achievements within the Health Optimizing Physical Education (HOPE) Program. The study focuses on students' competencies and attainment of learning objectives, particularly in the context of remote learning environments. Using the Context-Input-Process-Product (CIPP) model to evaluate the program's effectiveness, focusing on the "product" aspect, the study systematically examines various aspects of the HOPE curriculum implementation. The research is conducted in Mabalacat City, Pampanga, with a specific emphasis on evaluating the HOPE program's current status and effectiveness under remote learning conditions.

Study Participants

The study includes Physical Education coordinators and teachers from pre-selected public and private schools in Mabalacat City, Pampanga. These participants provide valuable insights into the implementation of the HOPE curriculum and related challenges in the

context of remote learning. A total of 12 respondents, comprising one Physical Education Coordinator and one Physical Education Teacher from each participating school, are included in the study. The inclusion criteria for respondents specify individuals currently employed in pre-selected schools in Mabalacat, actively involved in teaching Grade 11 or 12 students in the HOPE curriculum, with relevant formal teaching experience, and willing to participate in the study.

Research Instruments

The study utilizes adapted survey questionnaires to collect data relevant to the research objectives. The questionnaire assesses various aspects of the HOPE curriculum, including learning competencies, challenges encountered in implementation, and formative assessment strategies. Questionnaire items are adapted from previous studies and modified based on the CIPP model to ensure alignment with the study’s focus. The questionnaire undergoes a validation process for content validity by expert panels and statisticians to ensure its appropriateness and adequacy.

Statistical Analysis of Data

Statistical tools are employed to analyze the collected data, including students’ learning competencies, percentages, weighted means, and medians. Frequency analysis is used to identify patterns such as the allotted time for teaching physical education and the frequency of teaching HOPE per week. The computed weighted mean provides a comprehensive interpretation of respondents’ perceptions and assessments of the HOPE program under remote learning conditions, facilitating a deeper understanding of the study findings.

RESULTS AND DISCUSSION

Product evaluation in this study pertains to the most essential learning competencies learned by Grades 11 and 12 students in terms of their average final grade in the subject after completing their HOPE curriculum course. Table 1 presents the learning competencies of HOPE curriculum met by Grade 11 students during the 1st and

2nd quarter based on the assessment of twelve qualified Physical education teachers from different public and private schools in Mabalacat City, Pampanga.

Among the seventeen learning competencies set by the Department of Education for the 1st and 2nd quarter of Grade 11 HOPE curriculum, item 1 “Distinguishing aerobic from muscle-and bone strengthening activities” item 3 “Relating health behaviors (eating habits, sleep and stress management) to health risks factors and physical activity assessment performance”, item 5 “Recognizing the role of physical activity assessments in managing one’s stress.”, item 6 “Self-assessing health-related fitness (HRF), status, barriers to physical activity assessment participation and one’s diet.”, item 7 “Setting Frequency Intensity Time Type (FITT) goals based on training principles to achieve and/or maintain health-related fitness (HRF).” and item 8 “Engaging in moderate to vigorous physical activities for at least 60 minutes most days of the week in a variety of settings in- and out-of school” got the highest median of 5 and interpreted as “Fully met”. This implied that 76% to 100% of the students met these top six learning competencies.

Results revealed that the most learned competencies of Grade 11 students during the 1st quarter were distinguishing aerobic from muscle-and bone strengthening activities. Students were also able to explain how to optimize the energy systems for safe and improved performance while observing personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during participation. This implied that students realize one’s potential for health-and fitness related career opportunities.

Results of the present study is contrary to the study conducted by Mor (2021) wherein the least learning competencies were assessing physical activity, exercise and eating habits, determining risk factors related to lifestyle diseases and students were not able to apply correct techniques to minimize risk or injuries. Moreover, students did not have a sense of purpose and belongingness when participating in physical activity-related community services and programs.

Table 2 presents the learning competencies of HOPE

Table 1: Grade 11 Learning Competencies (1st and 2nd Quarter)

Grade 11 Learning Competencies (1 st and 2 nd Quarter)	5	4	3	2	1	Median	Verbal Interpretation
	(Fully met)	(Mostly met)	(Substantially met)	(Partially met)	(Not met)		
1. Distinguishes aerobic from muscle-and bone strengthening activities.	8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
2. Explains how to optimize the energy systems for safe and improved performance.	6 (50.00%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4.5	Fully met

3. Relates health behaviors (eating habits, sleep and stress management) to health risks factors and physical activity assessment performance.	7 (58.33%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
4. Differentiates types of eating (fueling for performance, emotional eating, social eating, eating while watching tv or sports events)	5 (41.67%)	6 (50.00%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4	Mostly met
5. Recognizes the role of physical activity assessments in managing one's stress.	8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
6. Self-assesses health-related fitness (HRF), status, barriers to physical activity assessment participation and one's diet.	8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
7. Sets Frequency Intensity Time Type (FITT) goals based on training principles to achieve and/or maintain health-related fitness (HRF).	8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
8. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school.	7 (58.33%)	4 (33.33%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	5	Fully met
9. Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort.	5 (41.67%)	7 (58.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4	Mostly met
10. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation.	6 (50.00%)	6 (50.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
11. Identifies school and community resources in case of an injury or emergency	6 (50.00%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4.5	Fully met

12. Demonstrates proper etiquette and safety in the use of facilities and equipment.	6 (50.00%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
13. Participates in an organized event that addresses health/fitness issues and concerns.	4 (33.33%)	7 (58.33%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4	Mostly met
14. Recognizes the value of optimizing one's health through participation in physical activity assessments.	6 (50.00%)	6 (50.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
15. Displays initiative, responsibility and leadership in fitness activities.	4 (33.33%)	6 (50.00%)	2 (16.67%)	0 (0.00%)	0 (0.00%)	4	Mostly met
16. Realizes one's potential for health-and fitness related career opportunities.	6 (50.00%)	5 (41.67%)	3 (25.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
17. Organizes fitness event for a target health issue or concern.	6 (50.00%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4.5	Fully met

curriculum met by Grade 11 students during the 3rd and 4th quarter based on the assessment of twelve qualified Physical education teachers from different public and private schools in Mabalacat City, Pampanga.

Among the seventeen learning competencies set by the Department of Education for the 3rd and 4th quarter of Grade 11 HOPE curriculum, item 1 “Discussing the nature of the different sports activities”, item 3 “Illustrating the relationship of health behaviors (eating habits, sleep and stress management) to health risks factors and physical activity assessment performance”, item 5 “Describing the role of physical activity assessments in managing one’s stress.”, item 6 “Self-assessing health-related fitness (HRF) status, barriers to physical activity assessment participation and one’s diet, item 7 “Setting FITT goals based on training principles to achieve and/or maintain HRF.” and item 8 “Engaging in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school. These six key learning competencies were considered to be almost fully met by Grade 11 students during the 3rd and 4th quarter of their HOPE curriculum based on teachers’ evaluation.

Results revealed that the most learned competencies of Grade 11 students during the 3rd and last quarter of HOPE curriculum were nature of different sports

activities. Learners were able to illustrate the relationship of health behaviors to health risks factors and physical activity assessment for them to identify the important role of physical activity assessments in managing one’s stress. This implied that the value of optimizing one’s health through participation in physical activity assessment were properly incorporated in the HOPE curriculum. The results of this study support the premise that online PE instruction has been a viable option for teachers in Pampanga.

According to Williams (2013), the twenty-first century has brought changes in learning, including more online educational alternatives for students in high schools. While remote learning has been around for a century, the innovative ways in which students may pick and finish virtual courses in practically every secondary curriculum area over the internet are growing. His research aimed to characterize online secondary physical education training through the perspective of instructors. The data analysis revealed that online PE teachers followed similar paths to the online environment, provided personalized learning to their students, offered students choices in the online PE classes, fostered student success in the online PE classes, and each tacitly ascribed to constructivist educational theories and procedures as an online PE teacher.

Table 3 presents the learning competencies of HOPE

Table 2: Grade 11 Learning Competencies (3rd and 4th Quarter)

Grade 11 Learning Competencies (3 rd and 4 th Quarter)	5	4	3	2	1	Median	Verbal Interpretation
	(Fully met)	(Mostly met)	(Substantially met)	(Partially met)	(Not met)		
1. Discusses the nature of the different sports activities.	6 (50.00%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	5	Fully met
2. Explains how to optimize the energy systems for safe and improved performance.	4 (33.33%)	7 (58.33%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
3. Illustrates the relationship of health behaviors (eating habits, sleep and stress management) to health risks factors and physical activity assessment performance.	5 (41.67%)	7 (58.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
4. Differentiates types of eating (fueling for performance, emotional eating, social eating, eating while watching TV or sports events).	5 (41.67%)	6 (50.00%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4	Mostly met
5. Describes the role of physical activity assessments in managing one's stress.	7 (58.33%)	4 (33.33%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	5	Fully met
6. Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet.	8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
7. Sets FITT goals based on training principles to achieve and/or maintain HRF.	8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
8. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school.	7 (58.33%)	4 (33.33%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	5	Fully met
9. Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort.	5 (41.67%)	7 (58.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4	Mostly met

10. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation.	6 (50.00%)	6 (50.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
11. Identifies school and community resources in case of an injury or emergency.	6 (50.00%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
12. Demonstrates proper etiquette and safety in the use of facilities and equipment.	6 (50.00%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
13. Participates in an organized event that addresses health/sports issues and concerns.	4 (33.33%)	7 (58.33%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4	Mostly met
14. Explains the value of optimizing one's health through participation in physical activity assessment.	6 (50.00%)	6 (50.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
15. Displays initiative, responsibility and leadership in sports activities.	4 (33.33%)	6 (50.00%)	2 (16.67%)	0 (0.00%)	0 (0.00%)	4	Mostly met
16. Recognizes one's potential for health-and sports related career opportunities.	6 (50.00%)	5 (41.67%)	3 (25.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
17. Organizes sports event for a target health issue or concern.	6 (50.00%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4.5	Fully met

curriculum met by Grade 12 students during the 1st and 2nd quarter based on the assessment of twelve qualified Physical education teachers from different public and private schools in Mabalacat City, Pampanga.

Among the seventeen learning competencies set by the Department of Education for the 1st and 2nd quarter of Grade 12 HOPE curriculum, nine (9) key areas got a median of 5 and these are the following learning competencies: Item 1 “Discussing the nature of the different dances.”, item 2 “Explaining how to optimize the energy systems for safe and improved performance.”, item 3 “Describing the connection of health behaviors (eating habits, sleep and stress management) to health risks factors and physical activity assessment performance.”, item 4 “Differentiating types of eating (fueling for performance, emotional eating, social eating, eating while watching TV or dance events), item 5 “Explaining the role of physical activity assessments in managing one’s stress.”, item 6 “Self-assessing health-related fitness (HRF) status, barriers to physical activity assessment participation and

one’s diet.”, item 7 “Engaging in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school.”, item 11 “Demonstrating proper etiquette and safety in the use of facilities and equipment” and item 17 “Discussing the nature of different recreational activities.”

The study’s findings revealed that the most acquired competencies of Grade 12 students throughout the first quarter of the school year was exploring the nature of dances and their classifications. Grade 12 students excelled in understanding the significance of physical activity evaluations in stress management as well as the characteristics of various recreational activities. It meant that the K-12 curriculum, specifically the first and second quarter competencies, were inculcated to students in order for them to develop skills in gaining, reconstructing, and evaluating information, making sound decisions, and enhancing and advocating their own and others’ fitness and health. The information, understanding, and abilities support all students’ competence, confidence,

and dedication to living an active life for fitness and health. Sports has long been known to improve physical condition and combat disease, and specialists always advise people to keep physically active. Exercise is also important in maintaining mental health and reducing stress. According to research, it is particularly good in

reducing tiredness, increasing alertness and attention, and improving general cognitive performance. This is especially beneficial when stress has sapped one's energy or capacity to focus (Anxiety and Depression Association of America, 2021).

Table 4 presents the learning competencies of HOPE

Table 3: Grade 12 Learning Competencies (1st and 2nd Quarter)

Grade 12 Learning Competencies (1 st and 2 nd Quarter)	5	4	3	2	1	Median	Verbal Interpretation
	(Fully met)	(Mostly met)	(Substantially met)	(Partially met)	(Not met)		
1. Discusses the nature of the different dances.	9 (75.00%)	2 (16.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	5	Fully met
2. Explains how to optimize the energy systems for safe and improved performance.	7 (58.33%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
3. Describes the connection of health behaviors (eating habits, sleep and stress management) to health risks factors and physical activity assessment performance.	7 (58.33%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
4. Differentiates types of eating (fueling for performance, emotional eating, social eating, eating while watching tv or dance events).	7 (58.33%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
5. Explains the role of physical activity assessments in managing one's stress.	9 (75.00%)	3 (25.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
6. Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet.	8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
7. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school.	7 (58.33%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met

8. Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort.	5 (41.67%)	7 (58.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4	Mostly met
9. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation.	6 (50.00%)	6 (50.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
10. Identifies school and community resources in case of an injury or emergency.	7 (58.33%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
11. Demonstrates proper etiquette and safety in the use of facilities and equipment.	7 (58.33%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
12. Participates in an organized event that addresses health/dance issues and concerns.	4 (33.33%)	7 (58.33%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4	Mostly met
13. Explains the value of optimizing one's health through participation in physical activity assessment.	6 (50.00%)	6 (50.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
14. Displays initiative, responsibility and leadership in sports activities.	5 (41.67%)	6 (50.00%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4	Mostly met
15. Recognizes one's potential for health- and dance related career opportunities.	6 (50.00%)	6 (50.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
16. Organizes dance event for a target health issue or concern.	5 (41.67%)	6 (50.00%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4	Mostly met
17. Discusses the nature of different recreational activities.	8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met

curriculum met by Grade 12 students during the 3rd and 4th quarter based on the assessment of twelve qualified Physical education teachers from different public and private schools in Mabalacat City, Pampanga. Among the sixteen learning competencies set by the Department of Education for the 3rd and 4th quarter of Grade 12 HOPE curriculum, seven (7) key areas got

a median of 5 and these are the following identified competencies met by Grade 12 students: Item 1 “Explaining how to optimize the energy systems for safe and improved performance.”, item 3 “Differentiating types of eating (fueling for performance, emotional eating, social eating, eating while watching tv or recreation events), item 4 “Describing the role of physical activity

assessments in managing one’s stress”, item 5 “Self-assessing health-related fitness (HRF) status, barriers to physical activity assessment participation and one’s diet.”, item 6 “Setting FITT goals based on training principles to achieve and/or maintain HRF.”, item 9 “Observing personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation.” and item 13 “Recognizing the value of optimizing one’s health through participation in physical activity assessments.”

According to the study’s findings, the most learned competencies of Grade 12 students throughout the third and fourth quarters of the school year was recognizing the significance of physical activity assessments in stress management. Students also had success in prioritizing

FITT goals based on training principles in order to attain and/or maintain health-related fitness because they learned how to self-assess status, obstacles to physical activity assessment participation, and one’s nutrition. The findings indicated that, most significantly, online physical education, which had previously been on the frontiers of the program’s perspective (Daum & Woods, 2015), is now a top most priority. The online learning platform has the potential to provide not just a potential solution to a problem in the context of COVID-19, but also part of a rising presence in education, highlighted by the increasing feasibility of virtual substitutes to brick-and-mortar classrooms and in-person training.

Table 5 presents the average final grade of Grades 11 and

Table 4: Grade 12 Learning Competencies (3rd & 4th Quarter)

Grade 12 Learning Competencies (3 rd & 4 th Quarter)	5	4	3	2	1	Median	Verbal Interpretation
	(Fully met)	(Mostly met)	(Substantially met)	(Partially met)	(Not met)		
1. Explains how to optimize the energy systems for safe and improved performance.	8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
2. Explains relationship of health behaviors (eating habits, sleep and stress management) to health risks factors and physical activity assessment performance.	6 (50.00%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
3. Differentiates types of eating (fueling for performance, emotional eating, social eating, eating while watching tv or recreation events).	7 (58.33%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
4. Describes the role of physical activity assessments in managing one’s stress.	9 (75.00%)	3 (25.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
5. Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one’s diet.	9 (75.00%)	3 (25.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
7. Sets FITT goals based on training principles to achieve and/or maintain HRF.	9 (75.00%)	3 (25.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met

8. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school.	6 (50.00%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
9. Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort.	6 (50.00%)	6 (50.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
10. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation.	7 (58.33%)	4 (33.33%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	5	Fully met
11. Identifies school and community resources in case of an injury or emergency.	6 (50.00%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
12. Demonstrates proper etiquette and safety in the use of facilities and equipment.	6 (50.00%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
13. Participates in an organized event that addresses health/recreation issues and concerns.	6 (50.00%)	3 (25.00%)	3 (25.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
14. Recognizes the value of optimizing one's health through participation in physical activity assessments.	7 (58.33%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5	Fully met
15. Displays initiative, responsibility and leadership in recreational activities.	6 (50.00%)	6 (50.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
16. Recognizes one's potential for health- and recreation-related career opportunities.	6 (50.00%)	6 (50.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.5	Fully met
17. Organizes recreational event for a target health issue or concern.	5 (41.67%)	5 (41.67%)	2 (16.67%)	0 (0.00%)	0 (0.00%)	4	Mostly met

12 students in HOPE curriculum comprising of 339 learners from 6 different schools offering the program. Based on the grade of the students at the end of the HOPE curriculum course, it is shown in the table that Grade 11 students got an average final grade of 90.00 while Grade 12 students got an

average final grade of 91.57.

Results implied that students at this level (grades 11 and 12) exceed the core requirements in terms of knowledge, skills and understandings, and can transfer them automatically and flexibly through authentic performance tasks.

Table 5.: Average Final Grade of Grades 11 and 12 Students in HOPE Curriculum

Grade level	School A	School B	School C	School D	School E	School F	Average Final Grade	Verbal Interpretation
Grade 11	91.34%	94.91%	94.00%	83.81%	88.10%	87.86%	90.00	Advanced
Grade 12	92.21%	96.05%	96.50%	89.28%	87.64%	87.73%	91.57	Advanced

CONCLUSION

This study underscores the effectiveness of the Health Optimizing Physical Education (HOPE) Program in equipping students with essential competencies and skills, even amidst the challenges of remote learning during the COVID-19 pandemic. The results highlight students' improved ability to distinguish between aerobic and muscle-strengthening activities, optimize energy systems for safe performance, and adhere to safety protocols during physical activity. Students also demonstrated proficiency in managing stress through physical activity and regularly engaging in moderate to vigorous exercise. The high efficiency ratings and impressive final grades achieved by students reflect the success of the HOPE curriculum in meeting its objectives and preparing students for health- and fitness-related careers. This accomplishment can be attributed to the dedication and professionalism of teachers who effectively adapted their teaching approaches and resources to ensure continued student success despite the pandemic. Moving forward, the insights gained from this study can inform future curriculum development and instructional strategies, ultimately enhancing the quality of physical education programs and promoting lifelong health and well-being among students.

REFERENCES

Anxiety and Depression Association of America. (2021). Physical activity reduces stress. Retrieved from <https://adaa.org/understanding-anxiety/related-illnesses/other-related-conditions/stress/physical-activity-reduces-st>

Blackburn, S. (2020). 3 resources to improve math teaching & learning during COVID-19. District Administration. <https://districtadministration.com/3-resources-to-improve-math-teaching-learning-during-covid-19/>

Camayang, J. G., & Bautista, R. G. (2022). Teaching in the midst of the pandemic: Insights and perspectives from the lenses of the pre-service teachers. *International Journal of Evaluation and Research in Education*, 11(3), 1665. ISSN 2252-8822.

Cariaga, J. (2016). The Physical Education Program of State Universities in Isabela: Inputs to the K-12 Program. *Asia Pacific Journal of Research*, I(XXXVI).

Commission on Higher Education (CHED). (2012).

Memorandum Order No. 46 Series of 2012. Retrieved from <https://ched.gov.ph/cmo-46-s-2012/>

Chen, A., Sun, H., Zhu, X., & Ennis, C. D. (2012). Influences of personal and lesson factors on caloric expenditure in physical education. *Journal of Sport and Health Science*, 1(1), 49–56. <https://doi.org/10.1016/j.jshs.2011.09.001>

Department of Education (DepEd). (2016). K to 12 Curriculum Guide for Physical Education. Retrieved from <https://www.deped.gov.ph/wp-content/uploads/2019/01/PE-CG.pdf>

Danish, S. (2018). Sport-based life skills programming in the schools. *Journal of Applied School Psychology*.

Daum, D. N., & Woods, A. M. (2015). Physical education teacher educators' perceptions toward understanding of K–12 online physical education. *Journal of Teaching in Physical Education*, 34(4), 716–724. <https://doi.org/10.1123/jtpe.2014-0146>

Fratlicelli Rivera, V. M. (2023). How a higher education aviation faculty perceived the challenges of an online emergency transition during the COVID-19 pandemic and identifies recommendations for future emergency online transitions.

González-Moreira, A., Ferreira, C., & Vidal, J. (2024). A journey to primary education: A systematic review of factors affecting the transition from early childhood education to primary education. *Preventing School Failure: Alternative Education for Children and Youth*, 1-15.

Holmes, E. A., O'Connor, R. C., Perry, V. H., Tracey, I., Wessely, S., Arseneault, L., ... & Bullmore, E. (2020). Multidisciplinary research priorities for the COVID-19 pandemic: A call for action for mental health science. *The Lancet Psychiatry*, 7(6), 547-560.

Hussein, M. H. (2024). The degree of exercise of academic and sports freedom among faculty members at the colleges of physical education and sports sciences in Baghdad. *American Journal of Physical Education and Health Science*, 2(1), 1-10.

Kaynat, H. (2017). Standards based curriculum. SlideShare. Retrieved from <https://www.slideshare.net/HinaKaynat/standards-based-curriculum>

Liu, M. (2013). Blended learning in a university EFL writing course: Description and evaluation. *Journal of Language Teaching and Research*, 4(2), 301-309. <https://doi.org/10.4304/jltr.4.2.301-309>

Lubis, F. T. (2019). The bachelor of physical education

- program in higher education institutions towards the development of an enhanced curriculum. *PEOPLE: International Journal of Social Sciences*, 4(3), 1306-1318.
- Lyras, A., & Peachey, J. W. (2011). Integrating sport-for-development theory and praxis. *Sport Management Review*, 14(4), 311-326.
- Miguel, C. T. (2013). Physical education program competencies of higher education institutions in region 10: Enhancing quality. *The Mindanao Forum*, 6(1).
- Mor, Y. (2021). SHS Physical Education 2-least-learned-competencies. Retrieved from <https://www.scribd.com/document/498166452/shs-physical-education-2-Least-Learned-Competencies>
- Philippine Official Gazette. (2013). Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013. Retrieved from <https://www.officialgazette.gov.ph/2013/09/04/irr-republic-act-no-10533/>
- Republic Act No. 5708. (1969). The Schools Physical Education and Sports Development Act of 1969. Retrieved from <https://www.chanrobles.com/republicacts/republicactno5708.html>
- Sayed, I., Faros, A., & Seikan, M. (2023). Secondary school physical education challenges: Case of South-East Botswana. *American Journal of Physical Education and Health Science*, 1(2), 16-26.
- Try Stress Management. (2016). The role of physical activity in stress management. Retrieved from <https://trystressmanagement.com/exercise-workout-fitness/physical-activity-stress-management/>
- United Nations Educational, Scientific, and Cultural Organization (UNESCO). (2020). Future Competences and the Future of Curriculum. Retrieved from http://www.ibe.unesco.org/sites/default/files/resources/future_competences_and_the_future_of_curriculum.pdf
- Williams, L. M. (2013). A Case Study of Virtual Physical Education Teachers' Experiences in and Perspectives of Online Teaching. University of South Florida Scholar Commons.