Skill Competencies and Problems of Student-athletes Under the new normal in the secondary school in the Philippines

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Abstract

COVID-19 occurred in 2019 in China, and in 2020, a "pandemic" was declared by World Health Organization. A global disaster affecting the education system. The study aimed to determine problems encountered, solutions undertaken, and skill competencies of the student-athletes of Castillejos National High School (CNHS) under the new normal. The researcher utilized a quantitative descriptive research design with a questionnaire as the main instrument in gathering data from fifty student-athletes who were randomly selected. On average, student-athletes attained an Intermediate (2.15) level of sports skills. This indicates that the student-athletes, as measured by the rubrics, had not reached the highest level in terms of acquiring sports skills during the time of the pandemic. This may be a result of the limited time of interactions among the students together with the sports coordinators or teachers due to the restriction of the safety health protocols and the restriction of face-to-face meetings. Thus, Teachers and parents or guardians may focus on guiding the student-athletes to solve their problems to further motivate them in enhancing their sports skills.

Keywords; Covid-19, Student Athletes, skills competencies, modular distance learning

1. Introduction

The new COVID-19 virus occurred in December 2019 in Wuhan, China, and in mid-March 2020, a "pandemic" was declared by the World Health Organization. A global disaster affecting the education system in the world. Thousands of people were quickly affected who were diseased and died from the spread of the virus. In many countries, educational facilities are temporarily closed to slow virus spread and prevent infections (Tria, 2020). Students and staff have also been suspended from face-to-face involvement in schools.

At present, the Philippines is adapting to the new normal type of education, and the success of this process depends on the continued innovations of educators and the active involvement of others in this area. The Education Department has a responsibility to guarantee the continuity of education and to ensure that each school continues to fulfill its aim and vision to provide all Filipino students with quality education. However, this change in a school setting will affect student-athletes who are registered with special sports programs.

Distance Learning is a learning method in which teachers and learners who are geographically separated during training learn from each other. The three types of this modality are modular distance learning (MDL), online distance learning (ODL), and television/radio-based instruction. (China, 2020) Modular learning is the most common type of distance study. Today, all public schools in the Philippines use this learning mode as the most preferred distance learning method for parents with children has been established by print and digital modules based on an investigation conducted by the Department of Education (DepEd). Learning through printed and digital modules emerged as the most preferred distance learning method of parents with children enrolled this Academic Year (Bernardo, J)

The purpose of this research is to find out the problems encountered, the solutions undertaken, and the skill competencies of student-athletes under the new normal in Castillejos National High School (CNHS). In conclusion, the study will try to determine the prevailing problems of the participants in terms of social, behavioral, and economic and the solutions they have undertaken to cope with the problems. The results of this study may serve as the basis for the future improvements of the schools' existing programs and guidelines on the implementation of modular distance learning.

1.1 Conceptual Framework

This study used the independent variable-dependent variable (IV-DV) framework to give a clarifying explanation of the process of how the research was conducted as shown in Figure 1.

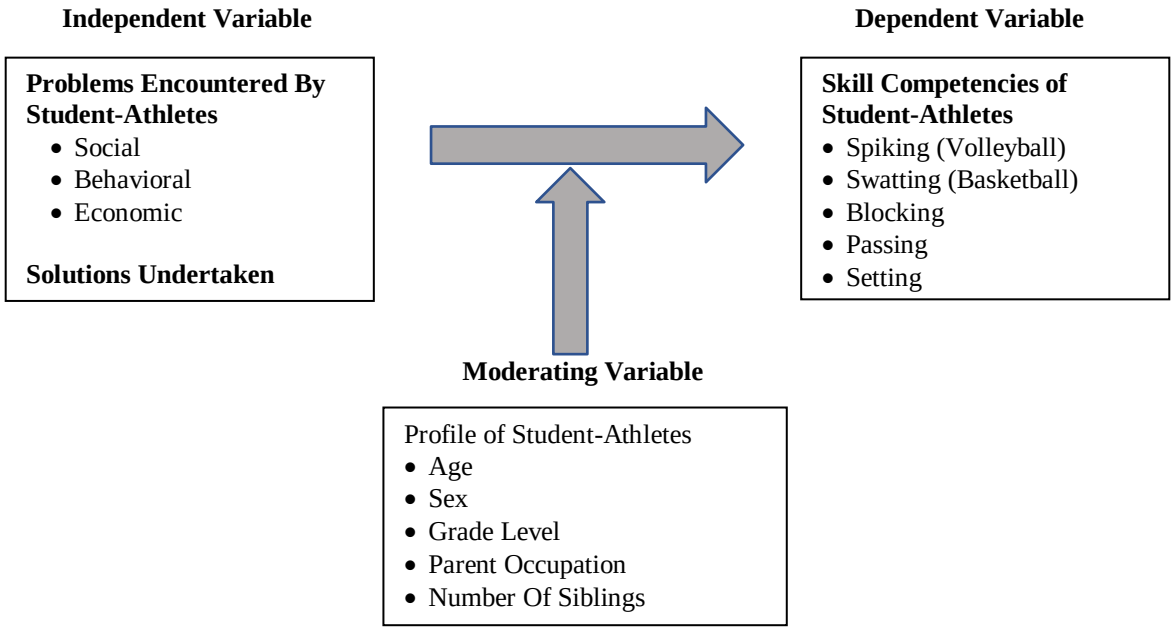

Figure 1
The Paradigm of the Study

The independent variable consisted of the social, behavioral, and economic problems and the solutions undertaken by the student-athletes. The dependent variable referred to the skill performances of student-athletes in the new normal.

The third box represents the moderating variable which consisted of the profile of student-athletes such as sex, age, occupation of parents, number of siblings, and sports level skill.

1.2 Statement of the problem

This study aimed to determine the problems encountered, solutions undertaken, and the skill performance of the student-athletes of Castillejos National High School S.Y. 2020-2021.

1. What is the profile of the student-athletes in Castillejos National High School in terms of:

1.1 Age;

1.2 Sex;

1.3 Grade level;

1.4 Occupation of parents/guardian;

1.5 Number of siblings?

2. What problems do the student-athletes encounter during modular distance learning in terms of the following:

2.1 Social;

2.2 Behavioral; and

2.3 Economic?

3. What are the solutions undertaken to address the problems encountered by student-athletes?

4. What level of sports skill do the student-athletes have individually in terms of: 4.1 Spiking (Volleyball) /Swatting (Basketball);

4.2 Blocking;

4.3 Passing; and

4.4 Setting?

5. Is there a significant difference in the problems encountered by the student-athletes when grouped according to profile variables?

6. Is there a significant relationship between the problems encountered, solutions undertaken, and skill performance of student-athletes?

2. Methodology

2.1 Research Design

The study made use of the descriptive survey, checklist method, and rubrics. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to development studies which seek to determine changes over time.

2.2 Participants of the Study

This study was conducted in Castillejos National High School in the District of Castillejos, Zone 4, Division of Zambales. This school undertakes the Basic Curriculum for K to 12 Curriculum and has had its Special Program in Sports since July 10, 2012. CNHS is the largest school in the municipality and the only school offering Special Program in Sports in Zone 4. The participant of the study consisted of the 50 student-athletes from the Special Program in Sports (SPS) under Basketball and Volleyball events of the Castillejos National High School from Grades 7-10 of the school year 2020-2021.

2.3 Instrumentation

The main instrument that was used in data gathering for this study was a survey questionnaire. The researcher-made survey questionnaire was submitted to the adviser and members of the panel of examiners for approval.

The first part of the questionnaire dealt with the profile of the student-athletes as to their sex, grade level, age, occupation of parents/guardians, and several siblings.

The second part dealt with the survey of the problems encountered by student-athletes in terms of social, behavioral, and economic, and an open-ended question about other problems they encountered that the researcher might not include in the survey questionnaire.

And lastly, the third part was the solutions they had done or undergone to solve the problems they encountered.

The researcher-made survey questionnaire was checked by the researcher's adviser, Master Teacher, and Headteacher of the SPS Department of the Castillejos National High School.

The researcher also devised a scoring rubric to identify the skill competencies of the student-athletes. Pilot testing of the instrument was introduced to 16 student-athletes to determine the validity and reliability of the instrument with the following results.

2.4 Data Gathering Procedure

The researcher prepared a letter of request and asked permission from the Division Schools Superintendent to conduct this study. Upon the approval of the request, a letter addressed to the School Principal was prepared to seek permission for the distribution of the questionnaire to the student-athletes. The student-athletes were from Grades 7-10 Special Program in Sports of Castillejos National High School, they were guided by their parent or coaches/advisers in answering the questionnaire. The researcher asked for help from his colleagues and friends to distribute and administer the questionnaire. After two weeks the questionnaires were retrieved and then the data was analyzed and interpreted. A video recording of the skill competencies conducted by the student-athletes was passed through the Facebook app, Messenger app, or via e-mail and was checked by the researcher and two other coaches to identify the level of skill competency of the student-athletes.

2.5 Data Analysis

The data gathered from the survey questionnaire were tallied, tabulated, and interpreted accordingly through the following data analysis tools.

Frequency and percentage. This was used to determine the frequency counts and distribution of students on the profile variables of age, sex, occupation of parents/guardian, number of siblings, and skills.

Weighted means. This was used to determine the average responses and ratings of the student-athletes about the problems encountered, solutions undertaken, and level of skill competency.

Likert Scale. This was used to determine the qualitative descriptions of the computed mean responses to the problems encountered and solutions undertaken by the student-athletes.

Teachers made scoring rubrics. This was used to measure the level of skill competency of student-athletes.

Table 1. Teachers made scoring rubrics.

Rating	Interval	Qualitative Description
1	1.0-1.49	Beginner
2	1.50-2.49	Intermediate
3	2.50-3.00	Advance

Analysis of Variance (ANOVA). ANOVA was used to test the null hypothesis on the non-significant difference of the mean responses when student-athletes were grouped according to profile variables.

Pearson r. This was used to determine the relationship among problems encountered, solutions undertaken, and skill competencies of student-athletes as to the degree to which paired variables are linearly related: changes in one variable correspond to changes in another variable. (Belecina, Baccay, and Mateo, 2016)

2. Result and Discussion

Table 2. Profile of Student-Athletes

Variables	Categories	Distribution	Percentage
Age	13	12	24
	14	11	22
	15	12	24
	16	15	30
Sex	Male	28	56
	Female	22	44
Grade Level	7	12	24
	8	11	22
	9	12	24
	10	15	30

Occupation of parents	Self-employed	21	42
	Regular	29	58
Number of siblings	0-2	15	30
	3-4	17	34
	5-6	18	36

Profile of student-athletes

The student-athletes, composed of grades 7 to 10 students, were described in terms of profile variables that were vital in the analysis of this study. Table 2 presents the frequency and percentage distribution of the student-athletes in terms of age, sex, occupation of parents or guardians, average monthly income, and the number of siblings.

Age. A greater proportion (30% or 15 out of 50) of the student-athletes were 16 years old, followed by 13 and 15 years old (24% or 12 out of 50) and 14 years old (22% or 11 out of 50).

Sex. The majority (56% or 28 out of 50) of the student-athletes are male while 44% (22 out of 50) are female student-athletes. This indicates that male student-athletes show more interest in sports compared to females.

Grade Level. The highest percentage (30% or 15 out of 50) of student-athletes were Grade 10 learners, while Grades 7 and 9 each consisted of 24% (12 out of 50). Grade 8 had the lowest distribution with 22% (11 out of 50) of the student-athletes.

Occupation of Parents/Guardian. The majority (58% or 29 out of 50) of the student-athletes have parents with regular employment in private companies (18), Government (6), and Overseas Filipino Workers (5). Meanwhile, 42% (21 out of 50) of the parents were self-employed as farmers (14) and market vendors (7).

Number of Siblings. A greater proportion (36% or 18 out of 50) of the respondents have 5 – 6 siblings while 30% among them have 0 – 2 siblings. These indicate that most of the student-athletes belong to a family with members beyond the average Filipino household size.

Table 3. Social Problems Encountered by Student-Athletes

Social problems	Wt. mean	Q. I
(Difficult to meet new classmates)	2.06	Seldom
(Difficult to show my real ability)	1.80	Seldom
(it's difficult to perform team activity online)	1.82	Seldom
(My groupmates *don't* help me with the activity)	1.60	Seldom
(They *don't* want me to be in the group that I joined)	1.90	Seldam
(I don't have companions during training)	1.68	Seldom
(I *can't* borrow sports equipment)	2.04	Seldom
(I *can't* go out for training because of my age)	1.84	Seldom
(I *don't* have a proper court for training)	1.96	Seldom
(we *can't* complete a team for training due to health protocol)	1.98	Seldom
Composite value	**1.87**	**Seldom**

Social problems. The student-athletes rated the highest mean (2.06) on the first item, which indicates that they seldom have a problem introducing themselves to each other. This may indicate that they were having a hard time finding new friends and companions. They rated the fourth item with the lowest mean weight of 1.60 which indicates that they seldom encountered problems communicating with their classmates. The composite value of 1.87 indicates that student-athletes seldom encounter problems socializing with their friends and schoolmates.

They tend not to join and communicate with groups to find out what is due to their problems introducing themselves. These problems hinder them from creating good learning conditions. The researcher interviewed some of

the student-athletes with regard to their social problems, Some student-athletes are shy of their socioeconomic status some are shy of their names because it has an old Hispanic origin and pronunciation resulting in name tagging, others are not fluent in English language tends not to speak their mind Most of the time they liked to work alone at home without the help of others that resulted in lower achievements. This finding supports Vygotsky's theories stressing the foundation role of social interaction in the development of cognition (Vygotsky, 1978) as he strongly believed that community plays a central role in the process of "making meaning."

Table 4. Behavioral Problems Encountered by Student-athletes.

Behavioral problems	Wt. mean	Q. T
(I fight with my classmate)	1.44	Never
(I speak bad words to my classmate)	1.52	Seldom
(I distract or disturb my classmate)	1.54	Seldom
(I always insist on my opinion)	1.40	Never
(I *don't* want to understand others)	1.66	Seldom
(I am just copying answers from the internet and my classmate)	1.72	Seldom
(I am naughty)	1.48	Never
(I ignore my teacher)	1.54	Seldom
(I don't respect my classmate)	1.46	Never
(I *don't* respect my teacher)	1.16	Never
Composite value	**1.49**	**Never**

Behavioral Problems. These pertain to how student-athletes perform or behave toward other learners. Table 4 shows the mean responses of the student-athletes about how frequently they encounter or exhibit behavioral problems.

Student-athletes rated the highest mean (1.72) in Item 6 indicating they seldom have trouble understanding the behavior of their classmates and they just copy their answers from the internet and their classmates and friends. This indicates they tend to show low performance in their classes. The composite value of 1.49 reveals that student-athletes **never** manifest behavioral problems such as bad oral and physical attitudes as well as unpleasant study habits. This may affect their being at home, and they are always taken care of and guided by their parents.

As to the feedback from their parents when it comes to their behavioral problems, at first some of them were active in doing modules and activities at home but later after an hour, they looked tired and sleepy even though the activity is easy to do. This scenario at home tends the student-athletes to just copy answers from the internet or their classmates and friends and afterward, they were just watching television because they were not motivated to study.

According to (Heriyati, 2017), motivation is the driving force of the student who can provide guidance and learning activities. According to (Marsudi, 2016), motivation is the driving force within the individual psyche to learn. According to (Dalyono, 2009), motivation is the driving force for the individual to do the job. Thus, it can be concluded that the motivation to learn is the driving force that makes student-athletes want to learn.

Economic Problems. These problems refer to the insufficient financial and monetary status of student-athletes. Table 5 shows the mean responses of student-athletes about how frequently they encounter situations that involve their financial needs.

Having the highest mean rating (2.16) the second item indicates that student-athletes seldom experience a hard time joining online class discussions because of not having an internet connection. (Cellphone loads or mobile data and wi-fi connection) This implies that internet connection plays a vital role in learning during the new normal. The lowest mean rates (1.32, 1.26) are items 3 and 4 are both qualitatively described as Never. This implies that they are updated with the latest event in class and that they were never misinformed. The fourth item implies that the student-athletes have a complete school need. A more serious concern, as indicated by the composite value of 1.62 is that they seldom do not have enough money to provide for their school needs, especially for internet connection.

Table 5. Economic Problems Encountered by Student-athletes.

Economic problems	Wt. mean	Q. T
(it's difficult for my parents to get my modules)	1.78	Seldom
(I *don't* have a load *that's why* I *can't* join the online discussion)	2.16	Seldom
(I am not updated in class because I *don't* have gadgets)	1.32	Never
(I am lacking school needs/supplies)	1.26	Never
(I *can't* do performance tasks because I *don't* have the equipment)	1.48	Never
(I am lacking financially; I *can't* make a presentable output)	1.42	Never
(I *can't* contribute to group tasks)	1.98	Seldom
(I have a problem having enough allowance for my studies)	1.52	Seldom
(I can't buy sports equipment and apparel)	1.66	Seldom
(I *don't* have a load)	1.66	Seldom
Composite Value	**1.62**	**Seldom**

This implies they cannot better perform in school activities because of a lack of finances. These findings support the findings of Gouttebarge; and Kerkhoffs (2018) that athletes reported negative psychological impacts from the pandemic such as expressing feelings of isolation and disconnection and having feelings of anxiety, depression, and frustration. They identified a worry about a loss of fitness during this time and are concerned about the impact of the COVID-19 pandemic on the next season.

Solutions have been undertaken by Student-athletes.

These solutions undertaken by the student-athletes pertain to the interventions done by the student-athletes to cope with the problems they encountered in the new normal. Table 6 shows the mean responses of student-athletes about how frequently they do find solutions to cope with their problems.

Table 6. Solution Undertaken to Cope with Problems Encountered in the New Normal

Solution Undertaken	Wt. mean	Q. T
(I asked my teacher whenever I don't understand the lesson)	2.16	Seldom
(I asked the teacher about the link to our lesson)	1.68	Seldom
(I asked help from my Tito and Tita)	1.66	Seldom
(I watch YouTube for other information)	1.68	Seldom
(I use DepEd TV and DepEd Commons to be ahead in class)	2.00	Seldom
(I do my lesson according to schedule)	1.98	Seldom
(I do the easy lesson first)	2.18	Seldom
(I asked my classmate for their ideas)	1.54	Seldom
(I am trying to complete my school materials)	1.82	Seldom
(I borrow books from school)	1.88	Seldom
Composite Value	1.86	Seldom

Having the highest mean rating (2.16 and 2,18) on the first and seventh items indicates that student-athletes seldom asked their teacher if they do not understand the lesson and they do not know how and what to prioritize in their lesson. (This implies that they do not ask for help in their studies resulting in low achievements.

They rated the 8th item with the lowest mean of 1.54 which reveals that they seldom have a problem communicating their ideas with their classmates they also do not ask their classmates for their ideas implying that they do not ask for help and assistance from their teachers and classmates.

Differences in Problems Encountered by Student-Athletes

It was hypothesized in this study that the involved profile variables of the student-athletes contribute to the problems they may encounter during this time of the pandemic.

Differences in Social Problems. Table 7 presents the analysis of variance on the differences in the social problems encountered among the student-athletes when they are grouped according to age, sex, grade level, occupation of parents/guardians, and the number of siblings.

Profile variables age (F=.507, p=.679), sex (F=.062, p=.805), grade level (F=.947, p=.426), occupation of parents/guardians (F=2.365, p=.131) several of siblings (F=1.265, p=.292) have significant values greater than the set alpha level (α=.05). This signifies acceptance of the null hypothesis; hence, there is no significant difference in the social problems encountered by the student-athletes. This indicates that they encountered the same social problems regardless of their age, sex, grade level, occupation of parents/guardians, and the number of siblings. (Apaak, D. 2015)

Table 7. ANOVA on Social Problems Encountered when Student-Athletes are Grouped According to Profile Variables

Profile Variable	Source of Variance	Sum of Squares	df	Mean square	F	Sig.	Interpretation
Age	Between groups	.330	3	.110	.507	.679	Not Significant
	With groups	9.979	46	.217			
	Total	10.309	49				
Sex	Between groups	.013	1	.013	.062	.805	Not significant
	With groups	10.296	48	.214			
	Total	10.309	49				
Grade Level	Between groups	.600	3	.200	.947	.426	Not significant
	With groups	9.709	46	.211			
	Total	10.309	49				
Occupation of parents or guardians	Between groups	.48	1	.484	2.365	.131	Not significant
	With Groups	9.925	48	.205			
	total	10.309	49				
Number of siblings	Between groups	.526	2	.263	1.265	.292	Not significant
	With groups	9.782	47	.208			
	Total	10.309	49				

Differences in Behavioral Problems. Table 8 presents the analysis of variance on the differences in the behavioral problems encountered by the student-athletes when they are grouped according to age, sex, grade level, occupation of parents/guardians, and the number of siblings.

Table 8. ANOVA on Behavioral Problems Encountered when Student-Athletes are Grouped According to Profile Variables

Profile Variable	Source of Variance	Sum of Squares	df	Mean square	F	Sig.	Interpretation
Age	Between groups	.262	3	.087	.450	.718	Not Significant
	With groups	8.934	46	.194			
	Total	9.197	49				
Sex	Between groups	.085	1	.085	.448	.506	Not significant
	With groups	9.112	48	.190			
	Total	9.197	49				
Grade Level	Between groups	.328	3	.109	.567	.640	Not significant
	With groups	8.869	46	.193			
	Total	9.197	49				
Occupation of parents or guardians	Between groups	.004	1	.004	.023	.880	Not significant
	With Groups	9.192	48	.192			
	total	9.197	49				
Number of siblings	Between groups	1.167	2	.584	3.416	.041	Not significant
	With groups	8.030	47	.171			
	Total	9.197	49				

Profile variable Number of Siblings (F=3.416, p=.041) had a significant value less than the set alpha level (α=.05) which prompted rejection of the null hypothesis, hence significant differences. This indicates that the student-athletes vary on behavioral problems encountered when grouped according to several siblings. This implies that the household size of the student-athletes influenced their behavior toward learning sports. This may be supported by Blake (1992) that some of the widespread perceptions of being an only child as "less sociable" may be a function of their class position and intellectual levels. Such children tend to come from milieus that value privacy, time alone, and intellectually demanding uses of time.

Differences in Economic Problems. Table 9 presents the analysis of variance on the differences in the economic problems encountered among the student-athletes when they are grouped according to age, sex, grade level, occupation of parents/guardians, and the number of siblings.

Profile variable Number of Siblings (F=4.2324, p=.020) had a significance value less than the set alpha level (α=.05) that signified a rejection of the null hypothesis, hence significant differences. This indicates that the student-athletes vary in economic problems encountered when grouped according to several siblings. This may be in support of their difference in behavioral problems as influenced by their household size. This also implies that the economic status of the family of student-athletes affects their learning and acquiring sports skills. It has been reported in the study by Parker (2017) that one in five lower-income parents report costs forced their children to cut back on sports. It implies that the size of the family as affected by the insufficiency of income causes the student-athlete to refrain from performing in their sports of interest.

Table 9. ANOVA on Economic Problems Encountered when Student-Athletes are Grouped According to Profile Variables

Profile Variable	Source of Variance	Sum of Squares	df	Mean square	F	Sig.	Interpretation
Age	Between groups	.687	3	.229	1.471	.235	Not Significant
	With groups	7.164	46	.156			
	Total	7.851	49				
Sex	Between groups	.190	1	.190	1.187	.281	Not significant
	With groups	7.662	48	.160			
	Total	97.851	49				
Grade Level	Between groups	.156	3	.052	.311	.817	Not significant
	With groups	7.695	46	.167			
	Total	7.895	49				
Occupation of parents or guardians	Between groups	.238	1	.238	.1.503	.226	Not significant
	With Groups	7.613	48	.159			
	total	7.851	49				
Number of siblings	Between groups	1.199	2	.599	4.234	.020	Not significant
	With groups	6.653	47	.142			
	Total	7.851	49				

Relationship among Problems Encountered, Solutions Undertaken, and Sports Skills Competency of Student-Athletes

This study hypothesized the relationship between problems encountered and solutions undertaken; problems encountered and sports skills competency; and solutions are undertaken and sports skills competency among the student-athletes.

Relationship between Problems Encountered and Solutions Undertaken. Table 10 presents the correlation analysis between the problems encountered by the student-athletes and their solutions undertaken.

Table 10. Correlation between Problems Encountered and Solutions Undertaken by Student-Athletes

Solutions	Coefficients	Problems Encountered		
		Social problems	Behavioral problems	Economic problems
Solutions undertaken	Pearson r	.511**	-.027	.120
	Sig. (2-tailed)	.000	.853	.405
	N	50	50	50

**Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

Social problems (r=.511, p=.000) had a moderate-high correlation with solutions undertaken by the student-athletes. This indicates that the solutions undertaken by the student-athletes depend on the seriousness of social problems encountered, hence a significant relationship. It implies that the student-athletes, with the guidance of their parents and/or guardians, were able to identify effective solutions to every social problem encountered, especially during this time of the pandemic. (Emerson, L., Fear, J., Fox, and Sander, E. (2012)).

Level of Sports Skills of Students Athletes

Table 11 presents the level of sports skills competency of the student-athletes as measured through the rubrics found in Appendix D. The ratings were obtained by correct positioning of the body, especially the arms, and feet, and the execution of the activity according to the specific target. Every student-athlete was given three attempts to execute the activity at their best.

Swatting (Basketball) / Spiking (Volleyball). The student-athletes attained an Intermediate level of skills in shooting (2.13) and spiking (2.37). Moreover, Appendix F reveals that the majority (70% or 35 out of 50) of student-athletes are at an intermediate level, and only one (2%) is a beginner.

Passing. The student-athletes had an Intermediate level of Passing skills both in Basketball (2.30) and Volleyball (2.00). Moreover, Appendix F shows that a greater proportion (66% or 33 out of 50) of student-athletes are at an intermediate level of passing skills while 28% (14 out of 50) are advanced and only 3% (6 out of 50) are beginners.

Blocking. The Blocking skills both in Basketball (2.43) and in Volleyball (2.04) reached the Intermediate level. As a support to this, Appendix F shows a greater proportion of 66% (33 out of 50) of student-athletes have an intermediate level of blocking skills while 24% (12 out of 50) are an advanced level and 10% (5 out of 50) are beginners.

Setting (Basketball) / Setting (Volleyball). The student-athletes attained an intermediate level of Dribbling skills (2.35) in basketball and Setting skills (2.19) in Volleyball. Moreover, Appendix F shows that a greater proportion of 66% (33 out of 50) of students-athletes intermediate level of dribbling/setting skills, while 30% (15 out of 50) are at an advanced level and 4% (2 out of 50) are a beginner.

Table 11. Level of Sports Skills of Student-Athletes

Basketball skills	**mean**	**Q. T**
Swatting	2.13	Intermediate
Passing	2.30	intermediate
Blocking	2.43	Intermediate
Setting	2.35	Intermediate
Composite Value	**2.30**	**Intermediate**
Volleyball skill	**mean**	**Q. T**
Spiking	2.37	Intermediate
Passing	2.00	Intermediate
Blocking	2.04	Intermediate
Setting	2.19	Intermediate
Composite Value	**2.15**	**Intermediate**

On average, students enrolled in Basketball have an Intermediate (2.30) level of sports skills, and students enrolled in Volleyball attained an Intermediate (2.15) level of sports skills. This indicates that the student-athletes, as measured by the rubrics, had not reached the highest level in terms of acquiring sports skills during the time of the pandemic. This may be a result of the limited time of interactions among the students together with the sports coordinators or teachers due to the restriction of the safety health protocols and the restriction of face-to-face meetings.

3. Conclusions and recommendations

A. Conclusions

From the results and findings of the data analysis, the researcher formulated the following conclusions:

First, a typical student-athlete is a 15-year-old male, grade 10 student who belongs to an above-average family household size with regularly employed parents or guardians.

Second, the student-athletes encountered social and economic problems, at the most, but had not encountered behavioral problems while learning in the new normal.

Third, the student-athletes, with the guidance of their parents and guardians had undertaken effective solutions to their problems encountered in the new normal.

Fourth, the student-athletes attained an intermediate level of sports skills competency during the new normal.

Fifth, the number of siblings of the student-athletes influences their differences in their behavioral and economic problems encountered in the new normal.

Lastly, solutions undertaken are related to the problems encountered by student-athletes during the new normal. However, the sports skills competency of the student-athletes had no relationship to their solutions undertaken to solve the problem they encounter during the new normal.

Recommendations

The researcher recommends the following actions referenced from the above findings and conclusions.

1. The school may aim to encourage more younger students to involve in the sports program.
2. The school may create a sports club. And other sports organizations in the school.
3. Teachers and parents or guardians may focus on guiding the student-athletes to solve their social economic problems to further motivate them in enhancing their sports skills.
4. Sports trainers may design a more effective schedule of conducting face-to-face interaction with student-athletes that complies with the safety health protocols to enhance their sports skills competency and attain an advanced level.
5. Parents may continue to guide their children enrolled in sports programs not to be affected by the problems encountered in the new normal.
6. Teacher may intervene in the problems encountered by the student-athletes to identify effective solutions in the new normal.
7. A follow-up study may be conducted to validate the result of this research.

Acknowledgments

Special thanks to Mr. Ferdinand Tamoria, Ph.D., my thesis adviser

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