

Effectiveness And Hindrances In The Teaching Of Practical Skills In Physical Education: Framework For Enriching Contemporary Curriculum Discourse

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Abstract

Physical Education is rooted in physical movement and exploration and is usually held outdoors to make teaching and learning more accessible and meaningful. Since the pandemic happened, schools adopt a new teaching-learning modality which create new host of obstacles for Physical Education teachers, especially in teaching practical skills in Physical Education to the students due to its characteristics. This becomes now challenging to monitor students' progress in performing the skills or whether students have acquired/performed the skills correctly. This study aims to explore the strategies and techniques in the teaching of practical skills in Physical Education in the new normal. This study also identifies the effectiveness and hindrances of the strategies and techniques used. The findings of this study serve as a basis in formulating a framework for enriching contemporary curriculum discourse in physical education of senior high public schools in Tagbilaran City during the school year 2020-2021. Physical Education teachers used a variety of ways in the new normal to effectively teach practical skills in Physical Education, rather than depending solely on printed modular instruction. In teaching the practical skills, task teaching and students submitting video performances were employed. Because of the nature of modular distance learning, students' autonomy for learning is one of the contributing elements to the difficulty of teaching practical skills in physical education. Many students have not yet established sufficient learning autonomy, resulting in learning gaps and preventing them from developing practical skills in physical education. Adding to that is the lack of needed resources such as gadgets and poor internet connections.

Keywords: Teaching Practical Skills in PE; Strategies and Techniques in Teaching PE; Curriculum Framework; Enriched Contemporary Curriculum Discourse

1. Introduction

Physical Education is rooted in physical movement and exploration and is usually held outdoors to make teaching and learning more accessible and meaningful. Physical education program aims to help students gain competence and confidence in various movement forms, such as sports, dance, recreational activities, and fitness activities.

Since the pandemic happened, it is now challenging to monitor students' progress in performing the skills or whether students have acquired/performed the skills correctly. Teachers are now distributing ready-

made modules for the students to read, answer, and perform the activities. Students will have to interpret on their own how to perform the skills as per the given instructions from the modules. Some also prefer to search on the internet on how to perform the skills, and sometimes, what you find on the internet varies and is not filtered, so students might get different interpretations. There are topics that are not even performed, especially sports and recreational activities, because of the restrictions given by the government and lack of equipment and facilities.

Yücekaya et al., (2021) then concluded that the videos uploaded under the title of physical education and sports lessons in distance education on YouTube were intended to meet the movement needs of the students. The process was attempted to be made fun through educational games during their stay at home. The videos published to YouTube were considered personal videos rather than corporate videos at the study's conclusion, and the content of these videos was made based on the uploader's personal ideas. When considering the motives for uploading the videos, it has been determined that they are intended to provide a small contribution to students who remain at home. Given the current situation, an in-service training course for teachers on handling physical education and sports sessions via remote education is required.

The Department of Education adopted the Modular Distance Learning modality to ensure that learning opportunities are offered to learners securely during the pandemic. Integrating self-learning modules with alternative learning delivery modalities is being used while face-to-face classes are still prohibited. As schools adapt the new teaching-learning modality, they create a new host of obstacles for Physical Education teachers, especially in teaching practical skills in Physical Education to the students due to its characteristics: the relevance of doing physical movements, limited space, time, training, etc. (Villalba & González, 2016). Hence, PE teachers were forced to find new ways to teach PE-related learning content, which otherwise takes place in a sports hall at a distance (Varea & Gonzáles-Calvo, 2020). Richards et al. (2020) argued that adapting to new ways of teaching PE is challenging, especially with types of content that require a large space and forms of in-class grouping that encourage socialization among students.

According to Chickering and Gamson (1991), as cited by Beard and Konukman (2020), they first released seven fundamental teaching and learning principles. Student-teacher contact, opportunities for student participation, active learning scenarios, prompt feedback, stressing time-on-task, transmitting high expectations, and respect for varied skills and learning styles are some of these. According to research, educators who followed these seven principles felt empowered and successful, and productive.

In DepEd's senior high school curriculum guide, students are expected to perform physical activities and learn new skills to sustain a healthy body. During face-to-face classes, Physical Education teachers monitor these performance tasks and will give feedback and guidance to the students if they are doing the correct

movements. Teachers demonstrate how the dance steps are performed, and how the skills are executed for a specific sport and even create activities in which students will have the opportunity to show off the skills they learned, such as culmination programs.

Shape America (2015) also emphasized that appropriate physical education instruction necessitates considering the various developmental stages of students at all grade levels will be represented. This involves increasing the number of practice opportunities, working in small groups, restricting competition in the classroom, and providing appropriate equipment and space so that all students can participate in practice tasks for as long as possible and become more self-directed. In addition, the physical education teacher should adopt instructional approaches that include students in moderate to strenuous physical exercise for at least 50% of class time, fostering maximal physical activity during class.

Given those scenarios, the researcher is motivated to conduct this study which aims to explore the practices of Physical Education teachers in teaching practical skills in Physical Education. Moreover, the data generated in this study will help formulate a framework for enriching contemporary curriculum discourse in senior high school physical education in the Department of Education, Tagbilaran City Division. Developing a curriculum framework plays a vital role in the teaching-learning process as it addresses its current needs and helps enhance teacher and student communication.

2. Methods

The researcher used the qualitative-descriptive method to describe the experiences of the PE teachers in teaching the practical skills during the conduct of modular learning. The study employed purposive sampling since all Senior High School PE teachers in the Department of Education, Tagbilaran City Division are considered participants in this study. In this study, the selection of participants considers that the teacher is presently teaching PE and Health subjects in the senior high school in Tagbilaran City Division. Hence, the PE teacher must be a graduate of any bachelor's degree related to Physical Education subject and/or have taken higher educational studies. Furthermore, the selection considers that the PE teacher must be in the service for at least three (3) years teaching Physical Education subjects, particularly those who have taught PE using modular distance learning during the pandemic for the reason that these PE teachers have enough experience in the field and was able to adapt and adjust to both modular and face to face learning modalities. Due to the inclusion and exclusion criteria and time constraints of the participants, there were only 8 respondents that were able to participate. The study did not assess the performance of the teachers and students. Observations will not be made to validate the results of the study. The results of this study are based on how the teachers narrated their experiences in modular learning during the face-to-face interview. Also, there is a validation of the respondents' responses as they narrated their experiences in modular learning during the face-to-face interview. The four (4) teachers that handle the PEH subjects are newly hired teachers, and one teacher declined due to a busy schedule. Lastly, some teachers were not able to teach all the areas (dance, sports, and outdoor activities), which is why the responses are only based on the responses of the teachers that were able to teach it. The researcher conducted a semi-structured interview with the PE

teachers regarding their experiences teaching practical skills in Physical Education of modular instruction. Thematic analysis is then used to analyze the gathered data.

3. Results and Discussions

Self-Directed Learning. Given the fact that Tagbilaran City Division is implementing Modular Distance Learning Modality, most of the respondents answered that the distribution of modules to the students is their primary practice in teaching physical education in the new normal. This is to ensure that learning opportunities are offered to learners securely during these trying times, including the teaching of practical skills in Physical Education, the Tagbilaran City Division implemented modular distance learning. Hence, P.E teachers made use of modules which is mandated and provided by DepEd in teaching practical skills. The said modules contained all the information, instructions, and activities that the students needed to learn about a specific topic. Moreover, the printed learning materials include procedures to be followed.

Table 1. Strategies and Techniques Employed in Teaching the Practical Skills for Dance, Sports, And Outdoor Activities.

PE ACTIVITIES	STRATEGIES	TECHNIQUES
DANCE	Demonstration	- Teachers provide video links from YouTube - Teachers provide self – made videos - Teachers provide pictures
	Task Teaching	- Students send videos as proof that they were able to demonstrate the skill with the use of rubrics - Students send pictures as proof that they were able to demonstrate the skill with the use of rubrics
	Inquiry – based learning	Communicating with students on different platforms
	Intervention	Provided alternative activities
	Simulation	Organizing a sports event
SPORTS	Task Teaching	Skill demonstration
	Contextualization	Localization
	Intervention	Reflection paper
OUTDOOR ACTIVITIES	Task Teaching	- Let students to have an authentic experience - Recording of their daily activities - Reflection Paper

3.1 Teaching Dance

Demonstration is the first strategy the teachers employed by the PE teachers on how to perform the dances they wanted the students to learn or perform. Teachers did this by providing video links from YouTube. Sending of YouTube video links in the group chat or attaching the YouTube video links in the modules to let students watch the demonstration of the skills. The demonstration from the YouTube videos which the teachers provided will serve as a guide for the students on how to perform the skills needed and

they will also give a return – demonstration to the teachers. The videos released on YouTube under the topic of physical education and sports classes in distance education were found to be designed to fulfill the students' movement objectives. During their stay at home, the process was intended to be made enjoyable through educational games. At the completion of the study, the videos uploaded to YouTube were classified as personal videos rather than corporate videos, and the substance of these movies was created based on the uploader's personal ideas (Yücekaya et al., 2021). Moreover, teachers produced self-made videos where they demonstrate or execute the skill for students to see how to perform a specific task. Lastly, teachers provide pictures. Another is pictures that portray the five fundamental dance positions which would let the students visualize how to perform the dance positions.

Task Teaching. The teachers designed and assigned learning tasks that develop movement patterns and technical skills that the student must reproduce at the end of the topic. These tasks serve as students' Performance Tasks, which provide opportunities for them to practice and develop skills at their own pace and demonstrate their learning on a specific skill guided by a scoring rubric. In doing the performance tasks, most teachers ask students to send proof that they really performed the activity. Teachers made sure that when students can produce an output, they must also demonstrate the skill that should be learned. Students send videos as proof that they were able to demonstrate the skill with the use of rubrics. One technique teacher used is they let their students send video demonstrations that they were able to execute the dance steps correctly. Students were also provided rubrics so they would know how they would be graded. Students send pictures as proof that they were able to demonstrate the skill with the use of rubrics. Another technique is when the teachers let the student send pictures of their performance task through messenger or print the picture and attach it during the retrieval of modules.

Inquiry-Based Learning. One practice employed by the teachers is to communicate and interact with students. Teachers allotted time where there will be a student-teacher interaction which will be an opportunity for students to voice out their concerns or ask questions if they have difficulty in understanding the lesson or instructions from the given activities. Students ask questions to the teacher regarding the topic and make clarifications on how to perform the task. Communicating with students on different platforms. Most teachers use the messenger app to create group chats where they can provide additional explanations about the topic. The creation of GC is also used as an avenue for students to raise queries and make clarifications regarding the topic and what and how to perform a specific task. Moreover, the group chat also serves as an avenue for teachers to provide feedback to students regarding their performance. Aside from using the messenger to communicate with students, one teacher preferred that the student would call him through his phone since it is the most convenient way for him. This finding is consistent with the findings of another study that (Daum et al, 2021) the teacher-student and the student-student connection is also addressed, with teachers planning activities that enhance socialization, such as peer counseling.

Intervention. Modular instruction promotes independent study where students learn the concepts presented in the modules. Unfortunately, many students may not all develop sufficient autonomy for learning. Some students do not master the required academic knowledge and are not academically prepared. Hence, teachers provided various interventions to cater to the different needs of the students. Provided alternative activities. There are students who have difficulty understanding the concept, and there are students who cannot execute the skill correctly. Hence, teachers provide other related activities for students to carry out the task. Aside from just feeding students information, which is commonly used by many, one teacher wanted to ignite students' curiosity, creativity, and independence, and so the teacher let the students do their own research about the proper movements or create their own choreography.

3.2 Teaching Sports

Simulation. In the teaching of sports, teachers create scenarios in which the student is immersed in a "reality." They depict a scenario in which students interact. One of the topics for sports is organizing a sports event where students will have to form committees that would supervise any of their chosen sports. During

the face-to-face setting, teachers let the student either be one of the committee members or the player of the game. This finding is consistent with the Sports Education Model, which gives students authentic experiences in which they will be assigned roles for various sports and have knowledge and awareness of the rules and plays. (Mitchell and Fisette, 2016) In the modular learning, since students were not allowed to go to school and social gatherings were not allowed, teachers then made use of this technique.

Task Teaching. This practice is also evident in the teachers' strategies in teaching sports. Teachers let their students perform the chosen sport, and they will let their students send proof that they were able to perform the given activity. Teachers let their students perform the needed skill in sports by letting the student send videos or pictures of their demonstration.

Contextualization. This educational process requires connecting the curriculum to an application area to make the competencies more relevant, meaningful, and valuable to all students. This is applied by the teachers in the form of:

Localization. According to the teachers' responses, they teach sports by letting the students identify the sport commonly found and played in their community. From that, students will then choose whether they will perform the skills from the sport or act as an observer of the game. Separate rubrics will be given to different tasks. Although the teachers' responses are almost the same, they differ in the part where some require the students to demonstrate the skill, but some just let the students write a reflection paper about what they did, whether they played or observed.

Intervention. This strategy is also used in sports, which is also the same as what the teachers did in teaching dancing. Teachers allow students to write Reflection Paper. If the students lack resources to demonstrate the skills in sports, the teacher asks for a reflection paper about their experience in playing or observing the sport.

3.3 Teaching Outdoor Activities

Task Teaching. This strategy is still evident in the teaching of practical skills for outdoor activities. Teachers let student to have an authentic learning experience. Hence, students were encouraged to go outside and visit parks or other recreational areas then, they will record or take a picture as proof that they really went there and what they did during their visit. Another technique used by the teachers is requiring students to record their daily activities. Not only will the teacher ask for a video recording, but the students are also required to fill out the form, which the teacher will check if what they wrote in the form matched the activities they did in the video. Teachers prefer to see the students' day-to-day activities because that is already considered a recreational activity. Teachers consider that students learn the skills when they can explain, express their thoughts through writing or give an answer to the questions that are given to them by applying critical thinking. Hence, students were asked to write a Reflection Paper, and this technique is commonly used for outdoor activities.

All the mentioned strategies are how teachers measure the students learning. Teachers did not only settle for one strategy, but they used varied tasks to measure students learning because they know students have different types of learning, which is consistent with Williams' recommendation to include cognitive and fitness-related exams to determine if students learned; collecting data from full-time virtual P.E. Teachers' teaching practices, trainings, and certifications in relation to online instruction; more investigation of the teaching P.E. online configuration. (Williams, 2013)

Table 2. Effectiveness of the Strategies and Techniques Employed in Teaching the Practical Skills

Themes	Specific Experiences
Students Produce an Output	• their videos show • outputs of the learners like their video • Send a video

	• Learners' result • performance task • send the outputs • they have performance task • their picture shows • send pictures • written outputs • reflection paper • Mastery Test • written form
Students were able to demonstrate the skill correctly guided by a rubric	• Perform those steps through dancing • correctly performed the task • apply the basic steps of folk dancing • practical application • demonstration • steps were correctly done • family member will rate; scores will base on the ratings • guided by a criteria • rubric
Students received high grades/scores.	• good performance • high score • high grade • there is a result

Most teachers consider their practices as effective based on the following evidence:

Students Produce an Output. All the respondents based the effectiveness of their practices if their student were able to produce an output. These outputs can be in the form of videos, pictures, or written projects that demonstrate students' learning of a specific skill/topic.

Students Were Able to Demonstrate the Skill Guided by a Rubric. Teachers make sure that when students can produce an output, they must also demonstrate the skill that should be learned. The student's performance will also be rated with the use of rubrics. There is an instance when a student doesn't have any means to submit a video of his/her performance. The teacher then provided an alternative to the student in which the family member will rate the student's performance based on the given criteria and that will be the basis of their score in that performance task.

Students Received High Grades/Scores. The teachers considered their methods effective because the students have exemplary results with their output.

Table 3. Hindrances of the Strategies and Techniques Employed in Teaching the Practical Skills

Themes	Specific Experiences
Lack of gadget	• don't have cellphone
Poor internet connection	• not all students have internet access • don't have internet
Student have not developed sufficient autonomy for learning	• don't have time • barriers

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- It depends on the students
 - students not able to submit
 - students that they try hard to copy it; they cannot learn it properly
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Though most teachers consider their practices in teaching practical skills effective, there were challenges they encountered during the implementation of their strategies and techniques, which are enumerated below:

Lack of gadgets. One hindrance the teachers encountered was when students did not have the resources to view the references they gave. According to the teachers, some students don't have their own gadgets, and they still have to ask their parents or neighbors to borrow a phone.

Poor internet connection. Another challenge the teachers encounter is when students have poor to no internet connectivity. This is considered a hindrance because students cannot view the references provided by the teacher and submit videos of their performance tasks.

Students have not developed sufficient autonomy for learning. Lastly, another hindrance in teaching practical skills is the students themselves. Students find it hard to learn practical skills because of some factors such as their time constraints and their learning capacity.

According to the teacher's observation, modular learning is effective when students are adept at learning new things compared to students who are not. The effectiveness of these instructional approaches has been proved to be low because they are adversely connected. Poor teaching attitudes, a lack of subject-specific assessments, a lack of time, and inadequate equipment and facilities are all contributing causes. (Gumbo et al., 2017) As the teacher described, students are not required to send video performances because of factors such as no internet access. Teachers also cannot demand students to do such because of the school rules and being compassionate with the dilemma of their students.

4. Conclusion

Based on the evidence presented, the researcher concluded the following:

Physical Education teachers utilized various strategies to effectively teach the practical skills in Physical Education in the new normal, not relying only on the printed modular instruction. Teachers provide a demonstration of practical skills to clarify and reinforce knowledge. The Task Teaching strategy was commonly used among PE teachers, providing students opportunities to practice, develop skills, and demonstrate their learning.

The teachers rely on the effectiveness of their strategies and techniques in teaching practical skills in physical education when students submit evidence such as videos or pictures that demonstrate the desired skill without assessing properly whether students have executed the skill correctly.

One of the contributing factors to the difficulty of teaching practical skills in physical education is students' autonomy for learning as the nature of modular distance learning. Many students have not yet developed sufficient autonomy for learning which creates learning gaps and hinders students from learning the practical skills in physical education. The lack of needed resources such as gadgets and poor internet connections adds to that.

5. Recommendations

Based on the findings and conclusion, the researcher came up with the following recommendations:

Teachers should design and provide a task to students that allow them to practice and develop the desired skill in physical education. This task enables students to demonstrate their learning at the end of the topic.

Teachers should not just settle on the idea that students have demonstrated the required skill in physical education because they have submitted a video performance or an output. Hence, teachers should place a strong emphasis on whether students were able to execute the skills correctly.

The use of feedback should be used by the PE teachers in teaching the practical skills to help students correct and improve their performance, especially for those students who have not yet developed sufficient autonomy for learning. Teachers may give their comments and feedback right after students submit their video performances in different mediums.

The school administrators are encouraged to initiate activities that allow all PE teachers to gather and share the best strategies and techniques in teaching practical skills to provide a meaningful experience to students.

The PE teachers should use the enriched curriculum framework for senior high school physical education as a tool to improve the current curriculum and effectively teach the practical skills in physical education in the new normal.

For future researchers, this will serve as a stepping stone to creating more new frameworks for the betterment of the physical education curriculum in terms of the teachers' strategies and techniques, especially for modular settings.

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