Attainment of Learning Competencies in Physical Education Among Secondary Schools in Division of Pangasinan II

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Abstract — This study determined the attainment of learning competencies in physical education among secondary schools in the 5th district in the Pangasinan II division. The researcher utilized one hundred and eight (108) Grade 8 Physical Education teachers as respondents of the study. It used the descriptive research design and utilized google forms in the collection of data.

This study found out that the majority of the respondents are married with some units leading to a Master's degree, teaching service of 5 years and below, Teacher III who are trained in various teaching strategies during the new normal, and most members of organizations in Pangasinan II division. The perceived attainment of the learning competencies in physical education along physical, mental, social, and emotional aspects have been all highly attained.

Further, the extent of attainment of learning competencies in Physical Education along physical, mental, and social aspects is correlated to educational attainment and relevant training attended. There is a significant difference in the extent of the perceived attainment of the learning competencies in Physical Education along the physical aspect and the teachers' profile variable, educational attainment, length of service, and relevant training attended.

It is recommended that the teachers must continue their post-graduate studies, attend more relevant training to maintain, and join national organizations. There must be scholarship programs and developmental programs for teachers to be implemented specifically for the attainment of learning competencies in physical education.

Keywords — Attainment, Learning Competencies, Physical Education

I. Introduction

The attainment of learning competencies is one of the main goals of instruction. The attainment of the learning competencies in physical education in this time of pandemic is a challenge that a physical education teacher must face considering that the subject is more of physical activity. Considering that physical activity is a very important component in child development (Maher, 2016). Delivery of learning is affected by the limited face-to-face interactions and schools adapt mostly the modular method of learning. Hence, to implement this approach, the school should provide an expansive version of physical education (Atencio et al., 2014).

Teaching is both an art and science combined with enough knowledge and talent. Teaching allows a teacher to express himself freely and still cope-up with the changes in times. A teacher knows how to adjust and suit himself to whatever situation. Whatever the subject matter, he could

freely discuss and gain the attention of his students. But, the attainment of learning competencies before the school year ends is a challenge to every teacher. Competencies are combinations of demonstrable characteristics, knowledge, and skills that enable one to apply, complete, and use a task according to its standards in a defined work area (Asfani et al. 2016). While the teacher has all the knowledge and talent to impart learning, there is still a limit to what he can do. A teacher cannot perform for the student and so he must find ways to deliver well the learning competencies that are needed to be delivered.

More than a year now, the Covid-19 pandemic changed the landscape of learning. Face-to-face classes have been strictly prohibited to protect the health and wellness of every learner and teacher. The modular method of learning is prescribed to continue the schooling of our learners. Parents have to fetch the learning materials which will be returned at a given specific time. Parents are encouraged to assist their children in reading and answering their modules. But, it is a challenge for parents if they could not explain or understand the content of the modules. The teachers are always at bay, waiting for inquiries either in text, call, or online platforms. The teachers are challenged in explaining the module to the parent or the teacher. The study of Mallilin et al. (2021) show that competency-based learning and programs are very flexible as to structure depending on the individual learners because students are guided in their learning process and control when and where they complete projects, assessments, students feel they can prove mastery, they can take an assessment, receive credit and start on their learning process, learners are empowered because they have control over when, where and how they learn in their modules, it is free education for students to complete their subject and degree, and programs are focused and centered to the benefits of the learners in the new normal on real-world competency development.

In the present pandemic, our situation could have been easily guided if we were able to reach all the learning competencies in Physical Education. According to Abcalen (2015), MAPEH which stands for Music, Arts, Physical Education, and Health has a great implication on people's way of living. At the very least, music and arts provide an outlet for relaxation. Physical Education teaches the importance of keeping the body active and moving. Health helps to teach one how to stay well and things that they should not do to avoid unwanted medical conditions. Lopez (2016) further added that in elementary school, it is very important to have daily PE because this provides physical movements that allow a child to develop the ability to write. Music and art too, are important in brain development. Learning about and being exposed to these trigger changes in the brain that allow greater learning and also allow children who have talents in these areas.

If this would be the case, we have to note and check on the attainment of the learning competencies if they are being achieved or if lessons are understood by learners. If way back then during the face-to-face classes, I can assume that the learning competencies are not easily achieved and discussed for the school year, how much more now that we are in a pandemic. Hence, this study on the attainment of learning competencies in Physical Education.

Competencies and learning outcomes are two related educational terms that can create confusion. Competencies and outcomes can be written to describe the learning gained by students

in individual courses or for the program as a whole Competency is a general statement that describes the desired knowledge, skills, and behaviors of a student graduating from a program. Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts (Hartel and Foegeding, 2004).

The engagement of schools in different extracurricular activities affects the delivery and attainment of learning competencies in all subjects, particularly in Physical Education. Teachers tend to lag because of some postponements of lessons. Classroom instruction becomes not a priority but the conduct of specific programs which is under the mandate of the educational system or of the schools in particular. These and more put some impediments on the completion of lessons. And, while most of the teachers are preparing their lessons, many teachers under the physical education have to attend the training and practice of students most especially of those who will join sports and physical activities in the district, division, and regional levels.

Literature Review

The involvement of students in sports and other activities can affect the attainment of the required learning competencies in education, particularly in this study, the physical education subject. The study of Naz (2016) found out that there is a significant relationship between teachers' professional competence scores and students' achievement scores at public secondary schools. Also, there is a significant difference between male teachers' professional competence scores and female teachers' professional competence scores.

According to the study of Purdy (2017) on instructional coaching based on interviews, the "transfer of training problem" refers to the difficulty professionals have in adopting evidence-based practices after they receive training on those practices. This "transfer of training" problem is especially important to consider for educational professionals in urban settings where students are more likely to not meet grade-level academic expectations and where teachers often report feeling underprepared to teach in diverse, dynamic classrooms. Instructional coaching is a type of ongoing, job-embedded professional development that may help teachers overcome the "transfer of training" problem. This study examines exit interview data from teachers, instructional coaches, and administrators who participated in pilot programs of instructional coaching to improve student literacy in four urban schools. Data analysis was completed using a constant comparison approach; 39 salient themes were identified which were then compared to a model of instructional coaching which has been developed based on the existing coaching literature. Considerable support for previous findings concerning instructional coaching was found, based on the qualitative analysis of the interviews, and new factors that contribute to effective coaching were identified. Overall, participants reported positive perceptions of their involvement with instructional coaching and reported positive outcomes for both students and teachers as a result of the instructional coaching pilot programs. The need for increased teacher involvement in decision-making and collaboration in instructional coaching, the application of instructional coaching in urban settings, and the relationship of instructional coaching to school psychologists are discussed

The study of Mamolo (2020) revealed that there are commonalities between the perceived most learned competence to the actual competencies of the Senior High School students. The data also revealed that factors affecting students' competence level revolve around teacher, environment, low self-perception, and personal factors. The data indicated that the students positively assess themselves in their learning but the acquired competency showed that they have not yet mastered the necessary competencies in the subject matter.

The study of Dayagbil et al. (2021) explored the challenges and issues in teaching and learning continuity of public higher education in the Philippines as a result of the Covid-19 pandemic. It was found out that during school lockdowns, the teachers made adjustments in teaching and learning designs guided by the policies implemented by the institution. Most of the students had difficulty complying with the learning activities and requirements due to limited or no internet connectivity. Emerging themes were identified from the qualitative responses to include trajectory for flexible learning delivery, the role of technology, the teaching and learning environment, and the prioritization of safety and security.

The study of Urbano (2020) revealed that the teachers fell short of the required time in implementing learning competencies of the K to 12 Mathematics 10 curriculum guide due to disruptions of classes, although interventions were done to address the issues. Among the learning competencies in Mathematics 10, the least implemented were the learning competencies of statistics and probability concepts where teachers spent about one-third of the required time. Most of the instruction and summative assessments employed and administered by the teachers were aligned with learning competencies. The most pressing challenge in the implementation of learning competencies was time while in the delivery of instruction was students' skills and knowledge and the most pressing concern in developing summative assessments was related to students' attitude.

In the study of Uzum (2018) about coaches' behavior and skills in terms of knowledge and skills found out that the sub-dimension of characteristic features of coaches had the highest mean average. Further, there is a significant difference between male and female athletes in both dimensions of characteristic features of coaches and knowledge and skills. Moreover, the correlational analysis revealed that there was a negatively significant correlation between the age of the coaches and the knowledge and skills dimension.

Samillano (2015) found out in his study that the majority of MAPEH teachers had a problem in teaching performing arts due to the lack of facilities, equipment, and instructional materials, they showed appreciation in performing arts through watching, performing, and other performance activities but they cannot perform well in any genre of performing arts. They also cannot demonstrate mastery in teaching performing arts to their students as well as integrate the knowledge of performing arts.

In the study of Ramos (2019) on the competence of MAPEH teachers, the results showed that the music component of MAPEH is gradually losing its quality. The need to have a preliminary assessment of educators must be upheld to avoid this imbalance. Any of the four components must

not be taken lightly nor disregarded since it is regarded as one of the key subjects that develops a well-rounded person.

In the cited readings, the researcher conducted a study that focused on the learning competencies in physical education in the 5th district in the division of Pangasinan II. This study determined the extent of attainment of the learning competencies in physical education among the secondary schools of the district. It identified the significant difference in the extent of attainment of the learning competencies across the respondents' profile variables. The result of this study served as a basis for Grade 8 PE teachers to better the delivery of learning to students while everyone is affected by other activities required in the school.

II. Methodology

This study used the descriptive method of research. This research designs help provide answers to the questions of who, what, when, where, and how associated with a particular research problem; a descriptive study cannot conclusively answer to why. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" concerning variables or conditions in a situation (Betensky, 2015).

The descriptive method of research is appropriate for this study because it seeks to answer a particular problem, and describes the needed variables. This method of research involves comparison or contrast and attempts to discover significant differences and relationships between existing variables.   This study secured evidence concerning current or existing situations. The study used the standard survey method through the questionnaire. The researcher prepared the questionnaire so that respondents and readers can understand the information contained in the data.

III. Results and Discussion

Table 1- Profile of the Respondents

Table 1a shows the data on the profile variables, civil status, highest educational attainment, and years in service; and 1b shows the profile variables, position, relevant training attended, and membership to organizations.

Table 1a shows the data on the profile variables in terms of civil status, highest educational attainment, and years in service.

Civil Status. The majority of the respondent-teachers are married 58 or 53.7 percent. The rest of the teacher-respondents are single, 50, 46.3 percent.

Highest Educational Attainment. The majority of the respondents, 60 of them or 55.6 percent have earned units leading to a Master's degree. Twenty-four (24) or 22.2 percent are Master's degree holders; 14 or 13 percent are Doctorate holders, and only 10 or 9.3 percent are Bachelor degree holders.

The result only implies that the majority of the respondent-teachers aim for professional development as it can be seen that the majority of them have pursued post-graduate studies. Therefore, the respondent-teachers are continuously improving themselves in their teaching career.

Years in Service. Fifty-two (52) or 48.1 percent, a majority of the respondents belong to 5 years and below in service and followed by 30 or 27.8 percent with 6-10 years in service. There are only 10 or 9.3 percent teaching within 11-15 years and 16 or 14.8 percent with 16 years and above in service.

Variable	Variable Category	Frequency	Percent
Civil Status	Single	50	46.3
	Married	58	53.7
	Total	108	100.0
Highest Educational Attainment	Bachelor's Degree	10	9.3
	Master's Unit Earner	60	55.6
	Master's Degree Holder	24	22.2
	Doctorate Unit Earner	14	13.0
	Total	108	100.0
Years in Service	5 years & below	52	48.1
	6-10 years	30	27.8
	11-15 years	10	9.3
	16 years & above	16	14.8
	Total	108	100.0

Table 1b shows the data on the profile variables, position, relevant training attended, and membership to professional organizations.

Position. The majority of the respondent-teachers, 42 or 38.9 percent of them are Teacher III, 36 or 33.3 percent are Teacher I, 20 or 18.5 percent are Teacher II, 8 or 7.4 percent is Master Teacher I, and there is only 2 or 1.9 percent Master Teacher II.

The result shows that most of the respondent-teachers are still in the lowest position and most likely they are new in the teaching service.

Relevant Trainings Attended. The majority of the teacher-respondents, 50 of them or 46.3 percent had training on various teaching strategies and followed by 26 or 24.1 percent who had training in using information and communication technologies (ICT) in teaching physical education. There are also 18 or 16.7 percent who trained on teaching Physical Education with DepEd Commons and Open Educational Resources (OER), and 6 or 5.6 percent who trained on the use of Learning Management System in teaching the competencies in physical education. There 4 or 3.7 percent of the respondent-teachers who have no training related to Physical Education.

The result only implies that the majority of the respondent-teachers have trained in various training related to physical education. But, while a majority of the teachers are attending training,

there are still those who have not attended any of the training related to their teaching in physical education.

Membership to Organizations. Table 1b shows that the respondent-teachers are members of 6 organizations related to physical education. The majority of them, 54 or 50 percent are members of the Division Fitness Program in the Pangasinan II division. All the rest are members of other regional and division organizations, and there is only 2 or 1.9 percent who is a member of a national organization, the National Physical Education Institute.

The data only shows that majority of the respondent-teachers in physical education are members of the division followed by the regional organizations. The data also implies that the respondent-teachers had fewer chances or interest in joining national organizations considering that they are members in the division and regional organizations in physical education.

Frequency and Percentage Distribution of Respondents across the Variables, Position, Relevant Training Attended and Membership to Professional Organizations

Variable	Variable Category	F	Percent
Position	Teacher I	32	33.3
	Teacher II	20	18.5
	Teacher III	42	38.9
	Master Teacher I	8	7.4
	Master Teacher II	2	1.9
	Total	108	100.0
Training	Teaching Strategies	50	46.3
	ICT	26	24.1
	Learning Management	6	5.6
	Creating Videos	4	3.7
	Teaching PE	18	16.7
	No training	4	3.7
	Total	108	100.0
Professional Organization	National Physical Education Institute	2	1.9
	Regional Organization for PE Teachers	4	3.7
	Division Fitness Program	54	50.0
	Division Organization of PE Teachers	22	20.4
	Others (1) Regional Organization	10	9.3
	Others (2) Division Organization	16	14.8
	Total	108	100.0

The extent of Attainment of the Learning Competencies in Physical Education

Tables 2, 3, 4, and 5 show the Extent of Perceived Attainment of Learning Competencies in Physical Education along with physical aspects, mental aspects, social aspects, and emotional

aspects by the respondent-teachers in physical education in the 5th district of Pangasinan II division.

Table 2 - Extent of Perceived Attainment of the Learning Competencies in Physical Education along Physical Aspect

Table 2 shows the extent of perceived attainment of the learning competencies along the physical aspect.

It can be easily seen in the table that the majority of the respondent-teachers perceived that 5 out of 6 indicators' attainment of learning competencies in physical education is highly attained. The 5th indicator, "Performs appropriate first aid for injuries and emergencies in physical activity and sport settings" obtained the highest mean, 3.89, and the 3rd indicator, "Prepares a physical activity program" obtained the lowest mean 3.20 and was interpreted as moderately attained. The overall weighted mean, 3.46, means that the attainment of learning competencies in physical education along physical aspect is highly attained.

This result only shows that all respondent-teachers find the learning competencies along physical aspect to have been highly attained. This implies that the respondent-teachers were able to achieve the required learning competencies in physical education concerning the physical aspect. This result coincides with the study of Purdy (2017) that the participants reported positive perceptions of their involvement with instructional coaching, and reported positive outcomes for both students and teachers as a result of the instructional coaching pilot programs.

Extent of Perceived Attainment of the Learning Competencies in Physical Education along Physical Aspect

Indicator Statements	Mean	Interpretation
Performs appropriate first aid for injuries and emergency situations in physical activity and sport settings	3.89	Highly Attained
Undertakes physical activity and physical fitness assessments.	3.50	Highly Attained
Executes the skills involved in the dance	3.44	Highly Attained
Conducts physical activities and physical fitness assessments of family/school/peers.	3.35	Highly Attained
Executes the skills involved in the sport	3.37	Highly Attained
Prepares a physical activity program	3.20	Moderately Attained
Overall Weighted Mean	**3.46**	**Highly Attained**

Legend: 3.26 – 4.00   Highly Attained
2.51 – 3.25   Moderately Attained
1.76 – 2.50   Slightly Attained
1.00 – 1.76   Least Attained

Table 3 - Extent of Perceived Attainment of the Learning Competencies in Physical Education along Mental Aspect

Table 3 shows the extent of perceived attainment of the learning competencies in physical education along the mental aspect.

It can be easily seen in the table that there is only one (1), the 5th indicator which is interpreted as moderately attained. This indicates that the respondent-teachers perceived that the learning competencies in physical education along the mental aspect to this 5th indicator, "Prepares a physical activity program," is moderately attained. The 4th indicator, "Distinguishes facts from fallacies and misconceptions about physical activity participation" got the highest mean, 3.48 interpreted as highly attained. The overall weighted mean, 3.39, indicates a general perception that all the learning competencies in physical education along mental are highly attained.

This result only implies that the respondent-teachers perceived that they were able to highly attain the learning competencies in physical education along the mental aspect. This result confirms Noltemeyer et al. (2019) concept that teaching strategies are essential to creating an adequate classroom context that enables the implementation of planned tasks. Teachers who promote a conducive environment for learning and engagement in which students collaborate in its development will achieve the learning objectives.

Extent of Perceived Attainment of the Learning Competencies in Physical Education along Mental Aspect

Indicator Statements	Mean	Interpretation
Describes the nature and background of sport	3.52	Highly Attained
Distinguishes facts from fallacies and misconceptions about physical activity participation	3.48	Highly Attained
Describes the nature and background of the dance	3.43	Highly Attained
Sets goals based on assessment results	3.41	Highly Attained
Identifies training guidelines and FITT (Frequency, Intensity, Type, Time) principles	3.35	Highly Attained
Reviews goals based on assessment results	3.33	Highly Attained
Prepares a physical activity program	3.20	Moderately Attained
Overall Weighted Mean	**3.39**	**Highly Attained**

Legend: 3.26 – 4.00   Highly Attained

2.51 – 3.25   Moderately Attained

1.76 – 2.50   Slightly Attained

1.00 – 1.76   Least Attained

Table 4 - Extent of Perceived Attainment of the Learning Competencies in Physical Education along Social Aspect

Table 4 shows the extent of perceived attainment of the learning competencies along social aspect.

Table 4 presented that all indicators have been interpreted as highly attained. The overall weighted mean, 3.37, further indicates that the attainment of learning competencies in physical education along the social aspect is highly attained. The 1st indicator, "Monitors periodically progress towards the fitness goals," and 2nd indicator, "Conducts physical activity and physical fitness assessments of family/school peers," obtained the highest means, 3.43.

The result implies that the respondent-teachers perceived that the learning competencies in physical education along the social aspect are highly attained. Further, it implies that they have attained the learning competencies in physical education along the social aspect for their past years of teaching the subject. This result contradicts Dayagbil et al. (2021) study that during school lockdowns, the teachers made adjustments in teaching and learning designs guided by the policies implemented by the institution. Most of the students had difficulty complying with the learning activities and requirements due to limited or no internet connectivity. Emerging themes were identified from the qualitative responses to include trajectory for flexible learning delivery, the role of technology, the teaching and learning environment, and the prioritization of safety and security.

Extent of Perceived Attainment of the Learning Competencies in Physical Education along Social Aspect

Indicator Statements	Mean	Interpretation
Monitors periodically progress towards the fitness goals	3.43	Highly Attained
Conducts physical activity and physical fitness assessments of family/school peers	3.43	Highly Attained
Performs appropriate first aid for injuries and emergency situations in physical activity and sport settings	3.37	Highly Attained
Monitors periodically progress towards the fitness goals	3.33	Highly Attained
Addresses barriers(low level of fitness, lack of skill and time) to exercise	3.31	Highly Attained
Overall Weighted Mean	**3.37**	**Highly Attained**

Legend: 3.26 – 4.00   Highly Attained

2.51 – 3.25   Moderately Attained

1.76 – 2.50   Slightly Attained

1.00 – 1.76   Least Attained

Table 5 - Extent of Perceived Attainment of the Learning Competencies in Physical Education along Emotional Aspect

Table 5 shows the extent of perceived attainment of the learning competencies in physical education along the emotional aspect.

All the four indicators in table 5 were interpreted as "highly attained." With the overall weighted mean, 3.39, the result means that there is a high extent of attainment of the learning competencies in physical education along emotional aspect.

This result only shows that all respondent-teachers perceived that they can highly attain the learning competencies in physical education along emotional aspect, and that they have already attained the learning competencies in the past school years. This result implies that the emotional aspect has been well delivered and attended to by the teachers of the subject. Further, according to Abcalen (2015), MAPEH has a great implication on people's way of living. At the very least, music and arts provide an outlet for relaxation. Physical Education teaches the importance of keeping the body active and moving. Health helps to teach one how to stay well and things that they should not do to avoid unwanted medical conditions.

The extent of Perceived Attainment of the Learning Competencies in Physical Education along Emotional Aspect

Indicator Statements	Mean	Interpretation
Exerts best effort to achieve positive feeling about self and others	3.43	Highly Attained
Displays tolerance and acceptance of individuals with varying skills and abilities	3.41	Highly Attained
Assumes responsibility for achieving fitness	3.37	Highly Attained
Recognizes barriers (low level of fitness, lack of skill and time) to exercise	3.33	Highly Attained
Overall Weighted Mean	**3.39**	**Highly Attained**

Legend: 3.26 – 4.00   Highly Attained

2.51 – 3.25   Moderately Attained

1.76 – 2.50   Slightly Attained

1.00 – 1.76   Least Attained

Table 6 - Summary of Perceived Attainment of the Learning Competencies in Physical Education

Table 6 shows the summary of the extent of perceived attainment of the learning competencies in physical education along physical aspect, mental aspect, social aspect, and emotional aspect.

Summary of Perceived Attainment of the Learning Competencies in Physical Education

Indicator Statements	Mean	Interpretation
Physical Aspect	3.46	Highly Attained
Mental Aspect	3.39	Highly Attained
Emotional Aspect	3.39	Highly Attained
Social Aspect	3.37	Highly Attained
Overall Weighted Mean	**3.40**	**Highly Attained**

The extent of perceived attainment of the learning competencies in Physical Education is all highly attained. The overall weighted mean, 3.40 indicates that the learning competencies covering the four aspects in the physical education subject were all highly attained. This only implies that the teachers perform their role despite this Covid-19 pandemic. Likewise, the strategies they have used are quite effective in the delivery of learning. This result conforms to the result of the study of Naz (2016) that there is a significant relationship between teachers' professional competence scores and students' achievement scores at public secondary schools. Hence, if the teacher performs well then the students also perform better.

Table 7 - Relationships between the extent of perceived attainment of learning competencies in Physical Education and the teachers' profile variables

Table 7 below presents the Pearson r Coefficients of Correlations between the extent of attainment of perceived learning competencies in Physical Education and the teachers' profile variables

The data indicate that there is a significant relationship between the extent of perceived attainment of learning competencies in Physical Education and the teachers' profile variable, highest educational attainment.

The computed r-values, -.232 yielded a .032 level of significance for the independent variable, highest educational attainment, and the dependent variable, attainment of learning competencies along the physical aspect. The significant level of the Pearson r coefficient of correlation is below the significance level of 0.05 set at the start of this study. Therefore, the hypothesis which states, "There is a significant relationship between the attainment of learning competencies in Physical Education and the teachers' profile variable, highest educational

attainment" is accepted. The result means that there is an indicated association between the dependent and independent variables. This result implies that the attainment of learning competencies along the physical aspect has an indicated association with the educational attainment of the respondent-teachers.

The data also indicate that there is a significant relationship between the extent of perceived attainment of learning competencies in Physical Education and the teachers' profile variable, relevant training attended. The computed r-values, .375 yielded a .000 level of significance for the independent variable, relevant training attended and the dependent variable, attainment of learning competencies along the physical aspect. The significant level of the Pearson r coefficient of correlation is below the significance level of 0.05 set at the start of this study. Therefore, the hypothesis which states, "There is a significant relationship between the attainment of learning competencies in Physical Education and the teachers' profile variable, relevant training attended" is accepted. The result means that there is an indicated association between the dependent and independent variables. This result implies that the attainment of learning competencies along the physical aspect has an indicated association with the relevant training attended by the respondent-teachers.

Likewise, the computed r-values, .289, .373, and .256 yielded a .002, .000, and .007, respectively, for the level of significance for the independent variable, relevant training attended and the dependent variable, attainment of learning competencies along mental aspect, social aspect and emotional aspect. The significant level of the Pearson r coefficient of correlation is below the significance level of 0.05 set at the start of this study.

Hence, the hypothesis which states, "There is a significant relationship between the attainment of learning competencies in Physical Education and the teachers' profile variable, relevant training attended" is accepted. The result implies that there is an indicated association between the dependent and independent variables. In this result, it implies that the attainment of learning competencies along with the mental, social and emotional aspects have an indicated association with the relevant training attended by the respondent-teachers. The training they have attended helped in the achievement of the learning competencies in the subject.

The rest of the profile variables; civil status, length of service, position, and membership to an organization have no significant relationship in the attainment of learning competencies in physical education. The significant level of the Pearson r coefficient of correlations computed in these variables is above the significance level of 0.05 set in this study. This result contradicts the study of Urbano (2020) indicating that the most pressing challenge in the implementation of learning competencies was time while in the delivery of instruction was students' skills and knowledge and the most pressing concern in developing summative assessments was related to students' attitude.

Relationships between the extent of attainment of perceived learning competencies in Physical Education and the teachers' profile variables

Independent Variables	Pearson Correlations	Physical Aspect	Mental Aspect	Social Aspect	Emotional Aspect
Civil Status	r-Value	.058	.061	.058	.154
	Sig. (2-tailed)	.554	.529	.552	.112
Educational Attainment	r-Value	.206*	.168	.081	.052
	Sig. (2-tailed)	.032	.082	.404	.593
Length of Service	r-Value	-.046	.026	-.062	.048
	Sig. (2-tailed)	.633	.792	.526	.621
Position/ Rank	r-Value	.064	.045	-.081	-.004
	Sig. (2-tailed)	.514	.644	.403	.963
Relevant Trainings	r-Value	.375**	.289*	.373**	.256**
	Sig. (2-tailed)	.000	.002	.000	.007
Membership to Professional Organizations	r-Value	-.007	.093	.021	-.053
	Sig. (2-tailed)	.942	.336	.828	.584

*Significant at 0.05 level

Table 8 - Differences in the extent of the attainment of the learning competencies in Physical Education across the teachers' profile variable, civil status

Table 8 presents the ANOVA results on the mean differences on the extent of attainment of the learning competencies in Physical Education with respect to the profile variable, civil status.

The F values computed, .352, .399, .356, and 2.570 for the attainment of learning competencies by the respondent-teachers across the profile variable, civil status, is not significant at 0.05 level.

ANOVA Results on the Mean Differences on the extent of attainment of learning competencies in Physical Education across the variable, civil status

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Physical Aspect	Between Groups	.068	1	.068	.352	.554
	Within Groups	20.388	106	.192		
	Total	20.456	107			
Mental Aspect	Between Groups	.078	1	.078	.399	.529
	Within Groups	20.655	106	.195		
	Total	20.733	107			
Social Aspect	Between Groups	.084	1	.084	.356	.552
	Within Groups	25.043	106	.236		
	Total	25.127	107			
Emotional Aspect	Between Groups	.661	1	.661	2.570	.112
	Within Groups	27.267	106	.257		
	Total	27.928	107			

*Significant at 0.05 level.

Therefore, the hypothesis which states that "There is a significant difference in the extent of the perceived attainment of the learning competencies in Physical Education, and the teachers' profile variables," is rejected. That means that the variable, civil status does not differentiate the respondent-teachers in their attainment of learning competencies in physical education. This only means that whatever civil status the teachers have, the extent of attainment of learning competencies in physical education would be the same.

Table 9 - Differences in the attainment of the learning competencies in Physical Education across the teachers' profile variable, educational attainment

Table 9 presents the ANOVA results on the mean differences in the extent of attainment of the learning competencies in Physical Education with respect to the profile variable, educational attainment.

ANOVA Results on the Mean Differences on the extent of attainment of the learning competencies in Physical Education across the teachers' profile variable, educational attainment

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Physical Aspect	Between Groups	2.415	3	.805	4.640*	.004
	Within Groups	18.041	104	.173		
	Total	20.456	107			
Mental Aspect	Between Groups	1.457	3	.486	2.621	.055
	Within Groups	19.275	104	.185		
	Total	20.733	107			
Social Aspect	Between Groups	2.046	3	.682	3.074*	.031
	Within Groups	23.081	104	.222		
	Total	25.127	107			
Emotional Aspect	Between Groups	1.864	3	.621	2.480	.065
	Within Groups	26.064	104	.251		
	Total	27.928	107			

*Significant at 0.05 level.

The F values computed, 4.640, and 3.074 yielded a .004 and .031 level of significance, respectively for the attainment of learning competencies by the respondent-teachers across the profile variable, educational attainment. It is below the 0.05 level of significance set at the start of this study. Therefore, the hypothesis which states that "There is a significant difference in the extent of the perceived attainment of the learning competencies in Physical Education and the teachers' profile variables," is accepted. That means that the variable, educational attainment differentiates the respondent-teachers in their attainment of learning competencies in physical education. This implies that whatever the educational attainment the teachers have, the extent of attainment of learning competencies in physical education along the physical and social aspects differs and would not be the same.

Table 10 - Differences in the attainment of the learning competencies in Physical Education across the teachers' profile variable, length of service

Table 10 presents the ANOVA results on the mean differences in the extent of attainment of the learning competencies in Physical Education with respect to the profile variable, length of service.

The F value, 3.101 yielded a .030 level of significance for the attainment of learning competencies by the respondent-teachers across the profile variable, length of service. It is below the 0.05 level of significance set at the start of this study. Therefore, the hypothesis which states that "There is a significant difference in the extent of the perceived attainment of the learning competencies in Physical Education and the teachers' profile variables," is accepted. That means that the variable, length of service differentiates the respondent-teachers in their attainment of learning competencies in physical education along with mental aspects. This implies that the length of service of the teachers affects the extent of attainment of learning competencies in physical education along with mental aspects.

ANOVA Results on the Mean Differences on the attainment of the learning competencies in Physical Education across the teachers' profile variable, length of service

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Physical Aspect	Between Groups	.135	3	.045	.231	.875
	Within Groups	20.320	104	.195		
	Total	20.456	107			
Mental Aspect	Between Groups	1.702	3	.567	3.101*	.030
	Within Groups	19.030	104	.183		
	Total	20.733	107			
Social Aspect	Between Groups	.494	3	.165	.695	.557
	Within Groups	24.633	104	.237		
	Total	25.127	107			
Emotional Aspect	Between Groups	.242	3	.081	.303	.823
	Within Groups	27.686	104	.266		
	Total	27.928	107			

*Significant at 0.05 level.

Table 11 - Differences in the attainment of the learning competencies in Physical Education across the teachers' profile variable, position

Table 11 presents the ANOVA results on the mean differences in the extent of attainment of the learning competencies in Physical Education concerning the profile variable, position.

The F values computed, .646, .1.131, .1.048, and .597 for the attainment of learning competencies by the respondent-teachers across the profile variable, position, is not significant at 0.05 level.

ANOVA Results on the Mean Differences on the attainment of the learning competencies in Physical Education across the teachers' profile variable, position

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Physical Aspect	Between Groups	.501	4	.125	.646	.631
	Within Groups	19.955	103	.194		
	Total	20.456	107			
Mental Aspect	Between Groups	.872	4	.109	1.131	.346
	Within Groups	19.861	103	.203		
	Total	20.733	107			
	Between Groups	.982	4	.246	.1.048	.386
	Within Groups	24.145	103	.234		
	Total	25.127	107			
Emotional Aspect	Between Groups	.633	4	.158	.597	.666
	Within Groups	27.296	103	.265		
	Total	27.298	107			

*Significant at 0.05 level.

Therefore, the hypothesis which states that "There is a significant difference in the extent of the perceived attainment of the learning competencies in Physical Education and the teachers' profile variables," is rejected. That means that the variable, the position does not differentiate the respondent-teachers in their attainment of learning competencies in physical education. This implies that whatever position the teachers have, the extent of attainment of learning competencies in physical education would be the same.

Table 12 - Differences in the attainment of the learning competencies in Physical Education across the teachers' profile variable, relevant training attended

Table 12 presents the ANOVA results on the mean differences in the extent of attainment of the learning competencies in Physical Education concerning the profile variable, relevant training attended.

ANOVA Results on the Mean Differences on the attainment of the learning competencies in Physical Education across the teachers' profile variable, relevant training attended

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Physical Aspect	Between Groups	5.459	5	1.092	7.427*	.000
	Within Groups	14.996	102	.147		
	Total	20.456	107			
Mental Aspect	Between Groups	3.962	5	.792	4.820*	.001
	Within Groups	16.770	102	.164		
	Total	20.733	107			
Social Aspect	Between Groups	4.412	5	.882	4.345*	.001
	Within Groups	20.715	102	.203		
	Total	25.127	107			
Emotional Aspect	Between Groups	3.313	5	.663	2.745*	.023
	Within Groups	24.616	102	.241		
	Total	27.928	107			

*Significant at 0.05 level.

he F= 7.427, 4.820, 4.345, and 2.745 yielded a .000, .001, .001, and .023 level of significance for the attainment of learning competencies in physical education along with the physical, mental, social, and emotional aspects by the respondent-teachers across the profile variable, relevant training attended. It is below the .05 level of significance set at the start of this study. Therefore, the hypothesis which states that "There is a significant difference in the extent of the perceived attainment of the learning competencies in Physical Education along the physical aspect and the teachers' profile variables," is accepted. This implies that the variable, relevant training attended by the respondent-teachers has caused differences in their attainment of learning competencies in physical education. This implies that whatever trainings attended by the teachers, the extent of attainment of learning competencies in physical education along with the physical,

mental, social, and emotional aspects would be different from each other and would never be the same.

Table 13 - Differences in the attainment of the learning competencies in Physical Education across the teachers' profile variable, membership to professional organizations

Table 13 presents the ANOVA results on the mean differences in the extent of attainment of the learning competencies in Physical Education concerning the profile variable, membership to professional organizations.

The F values computed, .880, 1.057, .177, and .555 for the attainment of learning competencies by the respondent-teachers across the profile variable, membership to professional organizations, is not significant at 0.05 level.

Therefore, the hypothesis which states that "There is a significant difference in the extent of the perceived attainment of the learning competencies in Physical Education and the teachers' profile variables," is rejected. That means that the variable, membership to professional organizations does not differentiate the respondent-teachers in their attainment of learning competencies in physical education. This only means that whatever membership to professional organizations the teachers have, the extent of attainment of learning competencies in physical education would be the same.

ANOVA Results on the Mean Differences on the attainment of the learning competencies in Physical Education across the teachers' profile variable, membership to professional organizations

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Physical Aspect	Between Groups	.846	5	.169	.880	.498
	Within Groups	19.610	102	.192		
	Total	20.456	107			
Mental Aspect	Between Groups	1.022	5	.204	1.057	.389
	Within Groups	19.711	102	.193		
	Total	20.733	107			
Social Aspect	Between Groups	.216	5	.043	.177	.971
	Within Groups	24.912	102	.244		
	Total	25.127	107			
Emotional Aspect	Between Groups	.740	5	.148	.555	.734
	Within Groups	27.188	102	.267		
	Total	27.928	107			

*Significant at 0.05 level.

Lived Experiences

Table 14 shows the a priori code of the lived experiences drawn from the interview.

Analysis of the data shows that there are 10 codes produced from the interview. The qualitative data were coded by using inductive coding. There are 10 developed codes namely: activity, misconceptions, strategies, coping mechanism, channels, updates, achievement, competencies, pandemic effect, and barriers. 10 emergent themes resulted from the codes.

Table 14:

A priori code

Table 14.a:

Main Class Preparations

Categories	Participants' Responses	f
SLM Preparation	Preparation of self-learning modules aligned with the most essential learning competencies as well as activities and performance tasks for the students are in accordance of their capabilities and the availability of resources found in their home. (P4)	1
Lesson Plan	Making lesson plan in line with learning competencies in PE. (P3) Before I plan my learning lesson, I need to identify the learning objectives for the lesson then plan the specific activities. (P8) Making lesson plan with well-prepared instructional materials. Making lesson plan that suitable to the needs and different abilities of my students. (P9)	3
WHLP	I prepare the Weekly Home Learning Plan. (1) I make my weekly home learning plan and Instructional Materials. (2) I make weekly home learning plan. (6)	3
Instructional Materials	I make audio-visual aids. (7) Preparation in making lesson plan and powerpoint presentation in my class. (5) Searching videos on youtube and let the students watch for it. (5) I make instructional materials such as powerpoint presentation and handouts. (10)	3

In the interview conducted, the teachers stated that they would make their preparation in a class by doing their self-learning modules, weekly home learning plans, daily lesson plans/logs, and audiovisuals. In this case, the results of the interview in the study revealed that the respondent's activity would result similarly to face-to-face preparations. This could be seen in Table 14.a. Four categories emerged: Lesson plan, Weekly Home Learning Plan (WHLP), Instructional Materials, and Self-Learning Modules.

Three participants each answered that they prepare for a lesson plan, P3 and P8 put a stock on the need to consider learning competencies and objectives when designing activities. Meanwhile, P9 recognized the importance of planning lessons with the available instructional materials, as well as the needs and abilities of the students.

In adapting to the new normal way of teaching, the participants answered how they prepare instructional materials such as audio-visual aids (P7), Powerpoint presentations (P5 and P10), and Youtube videos (P5). All these instructional materials are a good way to engage students especially

in the flexible learning mode of instructional delivery. Although P4 was the lone respondent who answered that SLMs are a major part of lesson preparation, he pointed out an important point, "Preparation of self-learning modules aligned with the most essential learning competencies as well as activities and performance task for the students are in accordance of their capabilities and the availability of resources found in their home." This emphasized the need for a reflective stance before embarking on lesson preparation

TabEle 14.b:

CommEon Misconception in Physical Education

Categories	Participants' Responses	f
Boring and Easy	Students only participated in games but not active in academics. People thinks this is a rest period as it does not have any academic value. (3) Misconception that PE is not that important subject in academic. (5) The common misconception s in my subjects are boring and very easy. (6) A very easy subject and so important subject. Students focusing only in core subjects such as English, Math and science. Others says that MAPEH is a complicated subject that needs extraordinary talents. (10)	4
Practicum and Outputs	More on practicum and outputs. (1) Common Misconceptions in MAPEH is that the confusing performances made in the different components of the subject and the schedule done in the components. (2) The common misconceptions in my subjects are some students are confused by the term physical Education and do not know what it teaches. (7) Some girls who have their monthly period they doesn't like to perform. (9)	4
Limited time	Not simply passionate especially in one or two chosen fields and Students can't enjoy the activity because of the limited time. (8)	1
Large space	Sports /PE requires a large space. This is a misconception of some who believes that sports/P.E. should be done in a large space with a large number of people. Yet, most PE/Sports activities can be done in a small space and do not require large group. (4)	1

With regards to the common misconception in physical education, the participants being interviewed see that the subject is boring and easy, practicum and outputs, large space, and limited time. The result of the interview revealed that these misconceptions would eventually be the same with other subjects. Table 14.b. shows that the same misconceptions emerged as the main categories.

Four participants; P3, P5, P6, and P10 answered that Physical Education is boring and easy. Likewise, another four participants; P1, P2, P7, and P9 considered that the subject is more on practicum and outputs. Only one, P8 sees it that it is always of limited time, and needs a large space, P4.

In this time of pandemic where the teaching-learning process uses the modular learning modality and a very limited online class, the participants still see that sports/PE requires a large space (P4). The result of the interview implies that teachers should find a way of correcting such misconceptions and making the subject more challenging and appealing to learners.

Table 14.c:

Techniques and Strategies in Physical Education

Categories	Participants' Responses	F
Differentiated Teaching	I use different teaching strategies that suits to the level of my learners. (1) I use different strategies in MAPEH since the four components are different from each other and it needs different kinds of performances so most of the time I used the coaching method than more on talking. (2) Direct Teaching, Teacher Feedback roaring review and Jigsaw Learning. (3) I usually use task teaching, simulation, cooperative learning and problem solving in my PE class. (4) Effective questioning techniques, teach thinking skills and problem solving skills. (8) In PE, I use lecture-demonstration method/strategies and practice strategy. (10)	6
Audio Visual links	I used videos and actual teaching in order for my student to motivate to learn and love PE. (5) The techniques I used in teaching my students are by showing pictures or using audio-visual aids and actual teaching. (7)	2
Games	I used group activity and games related to the lesson. (6)	1
Incentives	Using incentives strategy by giving additional points in their grades or prize or etc. (9)	1

In the interview conducted, the teachers answered that the techniques and strategies they will use in teaching included: simulation, demonstration, differentiated teaching, audio-visual links, games, and incentives. The results of the interview revealed that the respondents would prefer these activities which is still mostly an adaptation of the face-to-face classes. Table 14.c. show that there four categories emerged: differentiated teaching, audio-visual links, games, and incentives.

Six participants opted for differentiated teaching, P3 prefers direct teaching, teacher feedback roaring review, and jigsaw learning while P10 will use lecture-demonstration method/strategies and practice strategy. Further, P1 would use strategies that suit the level of learners, P4 prefers simulation cooperative learning and problem solving, and P5 will use actual video. Moreover, P2 would rather use the coaching method that's more on talking.

To adjust to the new normal in the delivery of learning, the participants would rather use audio-visual aids (P7) and pictures (P7), games (P6), and incentives (P9). All these strategies can be done through the combination of modular learning modality and limited online classes. The result made an emphasis on strategies that can be used in a face-to-face class and through modular and online classes.

Table 14.d:

Communicating with Students having Difficulties

Categories	Participants' Responses	f
Remediation	Finding what part of the lesson his/her having hard time and give applicable remediation. (3) Prepare and give more remediation, help to cover up the students with their lessons by tutorial.(9)	2
Open Communication	I talk to them and explain in a positive way to encourage student to strive more to achieve their grade. (2) I communicate with my students most especially with those who are having a hard time coping up with their lessons by one on one technique. (7)	2
Home Visitation	Mostly I do home visitation to follow up and monitor them. (10)	1
Time and space	I set a schedule to talk to them one on one and have short discussion about the topic they had to understand. (1) Giving enough time to cope up with their lesson. (5) I give them more time explaining the lesson. (6)	3
Online Communication	I usually do "online kamustahan" in my class. (4) Via online messaging, by texting them on group chat or their parents. (8)	2

In the interview conducted, the teachers stated that they would communicate with their students having a hard time coping with their lessons through follow-up, online communication, social media, time and space, remediation, open communication, and home visitation. The result shows that communications to be done by teachers are generally online. This could be seen in Table 14.d. Four categories emerged: remediation, open communication, home visitation, time and space, and online communication.

Three participants answered that they will give time and space to their learners (P1, P5, and P6). P1 pointed out that he will set a schedule to talk to them one-on-one and have a short discussion about the topic they had to understand. Meanwhile, P3 answered remediation through finding what part of the lesson his difficulty, and P9 through the tutorial.

In the present situation, P2 would talk to them and explain positively, P7 will communicate through one-on-one technique, and P4 will use the "Kumustahan" in class. P10 can be noticed to be a seasoned teacher with the answered preference of "Mostly I do home visitation to follow-up and monitor them." The results of the interview should be a baseline for education officials to craft specific patterns of communicating with students regarding their difficulties in class most especially this Covid 19 pandemic is a big risk to everyone's health. Teachers would rather resort to face-to-face interaction.

Table 14.e:

Communicating with Parents of Students having Difficulties

Categories	Participants' Responses	f
Personal messaging	Through personal messages, voice call or videocall and personal chat during module distribution and retrieval. (4) Send personal message to parents and invite them to know their performance in my class. (5) Private message through Facebook or cellphone. (9)	3
Home visitation	I home visit them and have a regular communication and explain to them the importance of giving time and support their child in order to monitor their progress. (2) Home visitation an d personal messages to parents. (3) I communicate with them through home visitation, text massges or even phone call. (10)	4
Parent-teacher conference	I invite them to go to school to have parent-teacher conference. (1) I tell them about the needs and problems about their child. (6)	2
Send letters	By sending a letter or through videochat /messenger. (7) Through letter/online messaging. (8)	2

Results of the interview show that the participants will communicate to the parents of their learners having difficulties in class through personal messaging, home visitation, sending letters, parent-teacher conferences, open communication, and audio-video calls. Table 14.e. shows that four categories emerged: personal messaging, home visitation, send letters, parent-teacher conference

Three participants; P2, P3, and P10 answered the use of home visitation. Another three participants; P4, P5, and P9 opted to use personal messaging. Two participants: P1 and P6 will rather implement a parent-teacher conference, and another two participants: P7 and P8 will send letters.

Even if it's pandemic, the participants generally will find a way to make communication with the parents of learners with difficulties in their lessons. The result of the interview implies that teachers should make use still of the combination of the two common modalities of communication nowadays, the limited face-to-face and online messaging, call, or meet-up.

Table 14.f:

Updating Oneself with Newest Applications and Technologies

Categories	Participants' Responses	f
Training attendance	I attended like seminar/s, I watched video tutorials in youtube. (1)	5
	I keep myself updated by attending and participating in the different trainings. (2)	
	By attending seminars that enhanced my skills in technologies. (3)	
	By attending seminars and trainings, watching tutorials in youtube. (8)	
	By participating trainings and seminars that help my skills effectively. (9)	
Online platforms	I always access the internet and attended trainings and webinars. (5)	3
	I attended webinar and trainings to update myself to the newest updates about using ICT. (6)	
	I do attend seminars and webinars and watching video demonstrations in Youtube. (10)	
Personal research	I do personal research via google and youtube and by attending virtual trainings, webinars and courses that will enhance my knowledge on technologies and updated apps. (4)	2
	By researching the latest techniques or through webinars/seminars. (7)	

In the interview conducted, the participants update themselves with the newest applications and technologies through training attendance, webinars, online platforms, and personal research. Table 14.f. show that there are three categories emerged: training attendance, online platforms, and personal research.

Five participants; P1, P2, P3, P8, and P9 stated the use of training attendance. Particularly, these five participants attended training and/or seminars, and watched video tutorials on youtube. Three participants; P5, P6, and P10 opted for the use of online platforms. Two participants: P4 and P7 will rather do their research.

In the present situation, the participants generally keep themselves safe because they prefer the use of the newest applications and technologies while updating themselves. The result of the interview shows a general usage of gadgets and software instead of a face-to-face activity. Participants would not risk their health in updating themselves with the newest trends.

Table 14.g:

Trainings and Webinars Attended to Achieve Goals of the Subject

Categories	Participants' Responses	f
Effective catalyst	Yes. It acts as catalyst for my effectiveness as a teacher. It is also a way of updating my skills and knowledge for improving my teaching to face the new challenges and changes in education. (4)	1
ICT skill development	Yes. It helped me a lot because it improves my ICT teaching skills most especially in MAPEH. (8) Yes it is a very big help to us teachers to become effective and updated. (10)	2
Everyday useage	Yes, I used regularly in my class. (3) Yes I used it daily to my class. (9)	2
Goal oriented	Yes. (1) Yes. (2) Yes. (5) Yes. (7) Yes it really helps me in many ways. (6)	5

Results of the interview show that the participants achieved the goals of the subject in the training and webinars they have attended. Categories included the following: effective catalyst, ICT skill development, everyday usage, goal-oriented, and honed skills. This shows that the participants attended training and webinars so as they could improve themselves and reach the goals of the subject. Table 14.g. show that there four categories remained: effective catalyst, ICT skill development, everyday usage, and goal-oriented.

Five participants; P1, P2, P5, P6, and P7 answered "Yes" in the goal-oriented category. Two participants, P8 and P10 answered "Yes" in everyday usage; and another two participants, P3 and P9 in the use of ICT skill development. P4 specifically pointed out that on training and webinars; "It acts as a catalyst for my effectiveness as a teacher. It is also a way of updating my skills and knowledge for improving my teaching to face the new challenges and changes in education." This realization implies that teachers are starting to level up in the delivery of their instruction. They are realizing that there are possibilities of a long time of other modalities of learning as compared to the traditional face-to-face classes.

This pandemic limited the movement of everyone and teachers must find solutions on how to achieve the goals of the subject. The result of the interview implies that teachers are aware that they should advance themselves and cope with the changes in the educational environment.

Table 14.h:

Achievement of Learning Competencies Before Pandemic

Categories	Participants' Responses	f
Pass the subject	Yes because my students passed my subject. (6)	1
Targets	Yes, because I gave activities that are inline to the learning competencies. (1) Yes because I have to see to it that I have to finish my lessons on time. (2) Yes, despite of many activities I try my best to cope up. (3) Yes because as a public teacher I usually / often make sure that we really do our lessons aligned with the learning competencies. (4) I think so because I see my students learned and achieved the target competency. (5) Yes because we have alotted time to finish every area of learning. (7) Yes we have MELCS that is intended to finished at the end of the quarter. (8) Yes I'll make a way to cope up even there's a lot of activities. (9) Yes, I always experience the full cooperation during teaching and learning process. (10)	9

In the interview conducted, the participants answered that they achieved the learning competencies in physical education in the past years through the categories identified: pass the subject, targets, and face-to-face monitoring. The first two categories emerged. Table 14.h. show the categories and the participant's responses.

The table shows that nine participants, P1 to P10 except P6 agreed with the targets category. All of them answered "Yes" indicating that they were able to achieve the learning competencies in the past years. Particularly, the answer of P4, "Because as a public teacher I usually often make sure that we do our lessons aligned with the learning competencies." Likewise, P8 answered, "We have MELCS that is intended to finish at the end of the quarter. These answers only show that teachers follow the learning competencies and are aware of the time allotted in the achievement of these competencies. This implies that teachers are responsible implementers of the programs of their subjects.

The traditional face-to-face class is not a hindrance in the achievement of learning competencies in the past years. For this time of the pandemic, there are new modalities in implementing instruction but still with a common goal that at the end of the year, all learning competencies should have been achieved.

Table 14.i:

Achievement of Learning Competencies in Pandemic

Categories	Participants' Responses	f
Competencies Alignment	Yes because the learning competencies are made and suit to the learning competencies during this kind of modalities. (1) Yes because we have a time table that we follow to finish the competencies even in the time of pandemic. (2) Yes, because even this time of pandemic, our lessons are still aligned with the MELCs prescribed by the DepEd. (4) No. this pandemic, it is not easy to achieved the learning competencies in PE because we will not demonstrate properly the different performance to the student even there is a group chat and some students need assistance specially for the low learners. (9)	4
No demonstration	No, because not all students are submitting their performance task. Many of them are not cooperating. (10)	1
Learning material adjustment	No, it's hard to attain the learning competencies because they cannot do alone the practicum activities. They still need the guidance of PE Teacher. (3) No because it is better to have face to face learning so that you can explain the lessons well. (6)	2
Time constraint	No due to lack of time. (7)	1
Online learning	Yes because even though its pandemic I let my students to send me pictures and videos regarding the activity in P.E. (5) Yes because my students can submit or send me their answer sheets in online platforms.(8)	2

Results of the interview show that the participants achieved the learning competencies in physical education this pandemic through competencies alignment, no demonstration, learning materials adjustment, time constraint, and online learning. In this case, the results of the interview revealed that the activities in this pandemic have been all adjusted according to the new face of the educational environment. This is a quick response to the present pandemic. Table 14.i. show that there are five categories.

Four participants; P1, P2, P4, and P9 answered yes and used competencies alignment to achieve the learning competencies of this pandemic. P9 though pointed out that "this pandemic, it is not easy to achieve the learning competencies in PE because we will not demonstrate properly the different performance to the student even there is a group chat some students need assistance especially for the low learners." This statement implies opposition that learning competencies

cannot be achieved this pandemic. P3 and P6 agreed with learning material adjustment. P5 and P8 answered "yes" and believes in the use of online learning. P10 answered "No" and that you cannot achieve learning competencies in this pandemic because of "no demonstration." Likewise, P7 answered "No" due to time constraints. The result shows disagreement on the answers of the participants. Four participants stated that the learning competencies can be achieved even if it is pandemic but six participants answered otherwise. This implies varying experiences among teachers most especially in the use of different learning modalities. Participants agree in terms that there are adjustments and changes but it is a matter of implementation and the effect of uncontrollable factors such as internet connection and communication.

Table 14.j:

Challenges in the Delivery of Learning

Categories	Participants' Responses	f
Learning Attainment	Before, none because the time is flexible. Now it is hard because no face-to-face classes. (1) The difficulties I encountered in the delivery of learning is very complicated compared before the pandemic because in this time of pandemic since we cannot apply face to face learning, we cannot explain well the lesson as especially how to make their performance task and we cannot monitor their progress regularly. (2) Before pandemic I'm having hard time to achieve all the learning competencies and at the time of pandemic I hardly meet to attain the learning competencies. (3) As a PE Teacher, teaching in this time of pandemic where face to face class is not allowed is really full of challenges. Most students live in a place where it is not safe to run or walk outside. As a teacher, I always worry about liability if students injure themselves while doing their performance tasks at home. (4) Before pandemic I have devices to make my teaching clear concrete and more comprehensive so that the students will arouse interests to dig and find out. But this pandemic I need to adjust because its hardly to meet the attainable learning competencies. (9)	5
Gadget scarcity	Before pandemic we lacked equipment, during pandemic my students does not understand well the instructions, lack of competition. (7)	1

Face to face monitoring	The challenges/difficulties I've encountered is that I don't see them personally doing the tasks and others are not motivated to do the activity because they are alone have no companion ex. One classmate to execute the activity. (5) The delivery of teachings and learning in a complicated way that we can't explained since we cannot apply face to face teaching. (8) Before pandemic, the delivery if learning is more effective and systematic. We are able to meet our expectations to our students, its more easy to monitor our learners' standing. In todays situation, learning is not visible specially in our mold of learning. Many of our students are very lazy to finish or accomplish the learning modules. Another difficulty I have encountered is some parents are not giving their full cooperation in the distribution of modules and retrieval of answer sheets. (10) Some students failed to submit all their answer sheets in some subjects. (6)	4

In the interview conducted, the results show that the participants' difficulties or challenges encountered in the delivery of learning before and after the pandemic consist of: learning attainment, gadget scarcity, face-to-face monitoring, learning platform, and motivation. This result reveals that the participants particularly still have this mentality of traditional face-to-face class and other platforms is a difficulty or a challenge to them in instruction. Table 14.j. show that there three categories emerged: learning attainment, gadget scarcity, and face-to-face monitoring.

Five participants; P1, P2, P3, P4, and P9 find learning attainment to be a difficulty. Four participants; P5, P8, P10, and P6 find face-to-face monitoring to be a challenge. With P7, gadget scarcity is a difficulty, and stated that "before pandemic we lack equipment, during pandemic my students do not understand well the instructions, lack of competition." The result of this interview implied difficulties or challenges in the delivery of learning regardless of whether there is a pandemic or not.

It can be concluded then that the participants think that the delivery of learning is always a challenge and bears difficulty. Regardless if the time of instruction is pandemic or no pandemic.

IV. Conclusion

The majority are married with some units leading to a Master's degree and with 5 years and below of teaching service. The majority of the respondent-teachers too, are Teacher III who are mostly trained in various teaching strategies during the new normal and mostly members of organizations in the Pangasinan II division.

This teacher-respondents' extent of perceived attainment of the learning competencies in physical education along physical aspect, mental aspect, social aspect, and emotional aspect to have been all highly attained.

The extent of attainment of learning competencies correlated to physical, mental, and social aspect; and the teachers' profile variable, educational attainment, and relevant training attended. The rest of the profile variables; civil status, length of service, position, and membership to organization have no significant relationship in the attainment of learning competencies in physical education.

There is a significant difference in the extent of the perceived attainment of the learning competencies in Physical Education along the physical aspect and the teachers' profile variable, educational attainment, length of service and relevant trainings attended. There is no significant difference in the extent of the perceived attainment of the learning competencies in Physical Education and the teachers' profile variables, civil status, position and membership to organizations.

Furthermore, teachers in physical education should attend more relevant trainings to maintain the high attainment of learning competencies in physical education. There should be other studies to be conducted in the field, probably in a wider scope, regarding the attainment of learning competencies in physical education. This will either justify, confirm or contradict the result of this study.

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