

Classroom Management of PATHFit Courses in the Onsite Learning: A Phenomenological Study

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Abstract — This phenomenological study aimed to well understand the significance of classroom management in dealing with the situations and issues regarding the lived experience of the PATHFit Teachers in an onsite learning. The needs to consider in the classroom management turned out to be the best practices of the PATHFit teachers and students in terms of managerial aspects in the face-to-face learning. This study provided ideas for improving the strategies in dealing with physical activities in the classroom through teaching and managing situations. The assessment of classroom management of PATHFit courses in the onsite learning was during the first semester S.Y. 2022-2023. Three (3) PATHFit teachers from Urdaneta City University's College of Teacher Education-University Physical Education Department participated in this study. As the results of this study, it has demonstrated that the lived experiences were determined from the PATHFit teachers to have the following: active attitude, lifestyle of active teaching, and teacher traits to revitalize the enthusiasm of the students to participate in various activities in the classroom. Further, the active teaching strategy and active physical activity are identified as the best components of classroom management instructional approach of this study. These key strategic management for developing potential classroom management use in onsite learning must be prioritized to create a productive program from the administrators' and community's initiatives. This study ensures that PATHFit teachers and students at Urdaneta City University have meaningful and active lives.

Keywords — *PATHFit, classroom management instructional approach, PATHFit, onsite learning, Phenomenological study*

I. Introduction

Physical fitness is one of the most important keys to a fit lifestyle. It is the foundation of all creative artistic activity. Physical fitness refers to the state of being physically healthy, particularly through exercise and proper nutrition. It is the reason, for a general state of well-being characterized by physical health and mental stability. Physical fitness entails more than just bending our bodies. It is important to have cardiovascular and overall muscular endurance, as well as a strong immune system and, most importantly, a satisfying mental state (Rahimjon, 2023). This has resulted in people living longer and healthier lives than their ancestors could have imagined. Physical fitness is essential for anyone who wants to stay active throughout their life. More than 60% of people do not get enough physical fitness daily because of their hectic work and home lives, and this number is growing by the day (Petrovics, 2022). For the greatest benefit to your health, experts recommend working out several times per week with a variety of exercises.

From this, the Commission of Higher Education starts the promotion of physical activity for health, wellness, and overall quality of life in the Tertiary Physical Education Program, which builds on the K–12 PE Curriculum. In addition to offering coordinated opportunities for the students to take part in regular physical activities, it is more comprehensive because it includes learning experiences involving physical activity (PA) inside and outside the classroom. As a result, it will include opportunities for involvement at all levels, ranging from competition to play, fitness, and leisure.

These learning experiences significantly shape the learners' identities, which confirm their adulthood. As a result, the Tertiary Physical Education Program is following the new general education curriculum (CMO 20, series of 2013) and the constitutional requirement that "the State shall promote physical education for the development of a healthy and alert citizenry" (Article 14 Sec.19). The country's private and public higher education institutions must follow this CMO, which consists of a set of minimal requirements for all degree programs (Abdullaev, 2020).

Classroom and face-to-face learning are the most significant classroom part of a child's academic success. Attending class in person rather than using online programs to complete the coursework may be your best choice. At Urdaneta City University, the University Physical Education program for college students teaches them about health and fitness activities and shares concepts of Physical Education and fitness, as well as the importance of these concepts in the development of wellness and concludes with fitness testing. So, PATH Fitness was founded on the conceptualization of CHED under the CHED MEMO. No. 39 s. 2021 that there is a fitness program for everyone path highlights total body health and well-being, including psychological and spiritual wellness, with the belief that anyone else's life can indeed be changed with the right support. It is intended for students to do various physical exercises that encourage appreciation of physical growth and mental development. Its main components are postural and core stability, core mobility, and core strength. The four Physical Activities Towards Health and Fitness (PATHFIT) courses were substituted for the Physical Education courses in the curricula (Viduya, 2022). This further inspires this study to research the outcomes and impacts of managing the classroom for onsite learning using the PATHFit course with Urdaneta City University's PE students. Classroom management is being developed for PATHFit courses in onsite learning, and the researchers needs to be aware of the lived experiences of the PATHFit teachers in that setting.

Literature Review

This study was anchored to these theories: Ginott's Theory, Assertive Discipline Theory, and The Kounins Theory.

According to Theory Ginott's approach, a teacher should function as a facilitator who minimizes teacher interruption and motivates pupils to actively participate in class activities. Ginott draws attention to the fact that many teachers often create a scene out of a disciplinary matter. It helps students talk about behavior problems in class. Short instructions emphasize

listening more than talking. This theory applies to the study because it acknowledges how the teacher's guidance in the classroom encourages the students to actively participate. This theory is related to the study and provides support for how teachers managed the PATHFit pedagogical process of physical activity to stimulate students' enthusiasm for participating in onsite learning inside the classroom. Ginott's model encourages youngsters to become less dependent on teachers and take more ownership of what occurs in the lecture hall. Therefore, this study is consistent with Ginott's theory because it focuses on students' and teachers' behavior Continuity, and autonomy. (Ohanyelu, 2021).

This study's objective was addressed using Ginott's theory of congruent communication to investigate how and why many teachers fail to form deep connections with their students. According to his theory, communication can lead to positive relationships between students and adults, particularly between teachers and students.

Assertive Discipline Theory (ADT) believes that classroom management should be taken over by teachers. It declares that both students and teachers have the right to impart knowledge. Students who violate these rights should be warned or expelled from the classroom. ADT is particularly helpful in this study because it denotes that the teacher is in charge and has authority inside the classroom. This demonstrates that the teacher controls and manages all aspects of PATHFit activity, including exercises, dance, sports, and others that are preferred inside the classroom.

The Kounins approach presents four core ways teachers can prevent misbehavior from occurring in the first place. His main goal was to be proactive about asserting control over the class so that misbehavior does not occur. The attachment of this theory to the study is utilized when practical activity will be conducted inside the classroom. Since practical activity needs discipline when executed, which is different from the theoretical process, Kounin's theory would mitigate misbehaving attitudes and unruly behavior toward the activities. This theory focuses on the behavior that will take place during the activity, and it suggests that misbehavior can be avoided by employing disciplinary measures to prevent unneeded incidents that could disrupt teaching and learning and result in injuries during activities.

As a result of the fact that face-to-face classes have resumed, this study is intended to examine how face-to-face classes affect students' academic performance and mental health. Since students and teachers are compelled to adjust to this abrupt transition and can do nothing but accept it, it will be helpful to both groups to know how it affects each student. (Foo, et al., 2021). The PE students, who must engage in physical activity inside the classroom, may benefit from this compromise of having good and excellent classroom management, particularly the return of face-to-face classes.

The classroom environment may change during face-to-face instruction and its best practices recommend explicitly acknowledging and addressing such factors if your course has

face-to-face components. In such cases, students and instructors may feel uneasy or distracted due to the pandemic-related learning conditions. Through a brief student discussion, you can choose to acknowledge the learning conditions. However, if the face-to-face learning and instruction is when the teacher and the student meet in a set location at a set time for either one-on-one instruction or, more often, group class lessons that are like those that take place in a classroom. The function of classroom management is to learn information and skills that may often combine various learning methods, such as writing, reading, discussion, presentations, projects, group work, movie clips, demonstrations, and practice.

Objectives

This study is about the classroom management of PATHFit courses in the onsite learning as a phenomenological study. Specifically, this research aimed to answer the following: a) what are the lived experiences of the PATHFit teachers and students in the onsite learning? and b) what classroom management instructional approach is being developed for PATHFit courses in onsite learning?

II. Methodology

A qualitative research strategy known as "phenomenological research" aims to comprehend and characterize the fundamental nature of a phenomenon. By suspending the researchers' preconceived notions about the phenomenon, the approach investigates how people live their daily lives (Delos Reyes & Delos Reyes, 2023). In other words, phenomenological research focuses on actual lived experiences to elucidate how people interpret them. Researchers who employ phenomenological research design assume that individuals use a common framework or essence to interpret their experiences. It analyzed the participants' emotions, perceptions, and beliefs to determine the core of the phenomenon (Crossman, 2021). The researchers must set aside any preconceived notions that may have regarding the experience or phenomenon when using a phenomenological research design.

Qualitative Design. This information from this first phase was explored further in a second qualitative phase wherein Qualitative interviews was used to probe the significance of classroom connectedness and willingness to communicate by exploring the aspects of "agency" of the selected key informants. Probing into the establishment of "agencies" aided in understanding and explaining the degree of connectedness and willingness to communicate of the foreign students (Ranges & Delos Reyes, 2024). The setting where this study will be conducted and limited only to Urdaneta City University. The study will be conducted in the College of Teacher Education and the University of Physical Education Department. The respondents were interviewed. The researchers gathered 3 full-time respondents who teach PATHFit. The researchers chose the place of implementation because it gave the researchers the needed information for people during the academic year 2022-2023.

III. Results and Discussion

This study's results include analyzing and interpreting data collected and discussed. More specifically, the information is presented and arranged according to the sequence of the concerns in this study.

PATHFit teachers who were interviewed are two females with 15 and 4 years of Physical Education teaching experience, respectively, and one male with 5 years of Physical Education teaching experience. The participants were chosen based on their professional development and attendance at seminars. Data was gathered through audio recording and actual interviews (30-45 minutes), transcription of the interviews (5-10 minutes), and analysis of key patterns in the responses of the participants.

The Lived Experiences of the PATHFit Teachers and Students in the Onsite Learning

From the accumulated answers by the respondents, the researchers identified the thematic pattern of their responses to his study. These are the following: active attitude, lifestyle active teaching, and teacher trait.

A. Active Attitude

An active attitude entails approaching tasks and challenges with enthusiasm and determination. It involves taking initiative, seeking opportunities for growth, and embracing new experiences with an open mind. Those with an active attitude maintain a resilient mindset, learning from setbacks and persisting with optimism. By embodying proactive behaviors, staying adaptable, and leading by example, individuals with an active attitude inspire others and drive positive change.

Physical activity within this study is defined as dynamic physical movement that accentuates the action and essence of the activity being presented and performed. While typically requiring ample space, this study innovatively conducts the activity within the classroom setting. Consequently, it delves into how PATHFit instructors address associated challenges and concerns. One respondent highlighted, "Being a PATHFit instructor demands a challenging and highly interactive approach to both discussion and activity, fostering engagement between students and instructors."

The anecdote provided illustrates the initial impressions of teaching PATHFit, emphasizing the joy derived from delivering new course topics to students. The respondent articulated the importance of maintaining an active mindset in all aspects, including rule presentations, participation in activities, and readiness to handle unforeseen circumstances within the classroom environment.

An active approach is imperative for educators teaching the PATHFit course, fostering student engagement and participation throughout the learning process. Respondents emphasized the necessity of creating an atmosphere conducive to active participation, promoting enhanced learning outcomes. They stressed that learners benefit greatly from active lessons, where the teacher's involvement stimulates their interest and involvement.

Furthermore, active teaching methodologies are vital in delivering the PATHFit curriculum, particularly in facilitating physical activities within classroom settings, whether in-person or adapting to the new normal. By integrating active learning strategies, such as student participation in critical thinking, discussions, and skill demonstrations, educators can significantly enhance the learning experience and outcomes for students, aligning with research findings on the efficacy of active learning in educational contexts.

B. Lifestyle Active Teaching

Lifestyle Active Teaching involves incorporating physical activity and healthy lifestyle practices into the educational curriculum. It emphasizes teaching students about the importance of regular exercise, nutrition, and overall well-being. Educators integrate movement breaks, outdoor activities, and hands-on learning experiences to promote active living. By fostering a culture of health and fitness within the classroom, Lifestyle Active Teaching aims to instill lifelong habits for a healthier lifestyle.

In the realm of lifestyle active teaching, physical activity encompasses any bodily movement driven by muscle contraction, significantly elevating energy expenditure. Cultivating an active lifestyle not only contributes to longevity but also fosters overall health and well-being. Particularly within a college setting, adopting healthy lifestyle practices enhances focus and concentration levels, thereby promoting academic success. Within the scope of this study, lifestyle encompasses decisions and actions that wield a subtle yet profound impact on life, reflecting one's attitudes and values, often leading to behavioral shifts conducive to positive life changes.

Respondents underscored the integral role of the PATHFit course, which underscores the significance of physical fitness as a lifestyle pursuit, integrated within classroom management protocols or expansive educational spaces. They emphasized the necessity of such teaching methodologies in navigating the transition to onsite learning, where the PATHFit curriculum serves as a cornerstone for integrating verbal instruction, writing skills, and physical activities into classroom routines, fostering a culture of active learning. Moreover, by infusing PATHFit activities into the broader academic curriculum, institutions can establish sustainable practices akin to lifestyle active teaching, enriching the learning experience over the long term.

The respondent's discourse sheds light on the multifaceted nature of incorporating lifestyle active teaching into classroom management strategies, emphasizing its enduring impact and adaptability across different educational contexts. By institutionalizing such practices, educational departments can ensure the longevity and efficacy of their teaching methods, integrating them

seamlessly into their overarching educational goals. Furthermore, the correlation between lifestyle active teaching activities and cognitive engagement underscores their potential to enhance academic outcomes and student success, positioning them as integral components of a holistic educational approach.

Ultimately, the endeavor to integrate lifestyle active teaching into PATHFit courses epitomizes a best practice within the university setting, aligning with broader institutional goals of promoting holistic student development. By infusing active teaching methodologies into academic programs and extracurricular activities, universities can foster a culture of wellness and engagement, enriching the educational experience for all stakeholders, including students, faculty, and the broader community.

C. Teacher Trait

Teacher Trait encompasses the essential qualities and characteristics that define effective educators. These traits include empathy, passion for teaching, adaptability, and effective communication. Teachers who possess these traits create supportive learning environments, inspire students, and foster academic success. By continually honing these traits through reflection and professional development, educators can maximize their impact on student learning and well-being.

Traits, as per various resources and dictionaries, denote characteristics, features, and indispensable qualities. In the context of this study, traits are vital attributes of classroom management impacting students' academic achievement in the PATHFit course, encompassing students' social, emotional, and moral development, along with factors like postural and core stability, mobility, strength, and teaching approaches to various physical activities.

One respondent highlighted the paramount importance of recognizing teachers' efforts in selecting and adapting teaching strategies to ensure comprehensive, informative, and easily analyzable topic exposition, fostering active learner participation. These teacher traits are integral to our best practices in facilitating the onsite learning process.

Addressing the need for continuous professional growth among instructors, another respondent emphasized the pursuit of advanced degrees, attendance at related seminars and training sessions to enhance the quality of teaching, particularly in imparting active and quality physical activities that positively impact academic performance. This underscores how teachers' traits significantly influence both the wisdom imparted and the active execution of physical tasks.

Regardless of the degrees held, PATHFit teachers are impassioned about physical education instruction, as this trait inspires enthusiasm for learning and student engagement in physical activities during onsite learning. Moreover, the observation of teachers' traits, especially in facilitating active classroom activities, fosters camaraderie among students and promotes positive behavior, enriching the overall learning experience.

An engaging personality is deemed essential for teaching success, facilitating the establishment of student-teacher relationships, creative explanation of subjects, and ensuring comprehensive understanding among students. Teachers' traits, such as effective communication and empathetic listening, play a pivotal role in motivating student participation in movement activities, establishing trust, and providing a supportive environment conducive to learning and growth.

Classroom Management Instructional Approach

Classroom Management Instructional Approach refers to the strategies and techniques educators employ to create an organized, productive learning environment. This approach encompasses establishing clear expectations, routines, and procedures to effectively manage student behavior and maximize instructional time. Educators may utilize various methods such as positive reinforcement, proactive discipline, and differentiated instruction to cater to the diverse needs of their students. By implementing a comprehensive instructional approach to classroom management, teachers can foster a supportive atmosphere conducive to student engagement and academic success. As results, active teaching strategy and active physical activity as the best components of classroom management instructional approach of this study.

a. Active Teaching Strategy

A teacher's choice of instructional approach hinges upon several factors, including the subject matter, students' proficiency levels, and their current stage of learning. Teaching strategies encompass the array of techniques and methods educators utilize to facilitate student learning. Particularly in teaching PATHFit activities, it's imperative to employ concrete strategies to enhance instructional methods. "A key element in classroom management is employing effective teaching strategies to foster active and enjoyable student participation," remarked one respondent, emphasizing the significance of strategic instruction, especially within the context of physical activities like those in the PATHFit curriculum.

The utilization of teaching techniques holds paramount importance, especially during engagement in PATHFit physical activities. Without a well-thought-out strategy, PATHFit instructors may convey information in a manner that fails to engage or resonate with students. Effective strategies not only encourage participation but also foster camaraderie and enthusiasm in delivering the content of physical activities. Another participant emphasized the importance of specific, motivating, and actionable feedback from both teachers and peers, underscoring its role as a highly effective classroom management strategy when employed adeptly.

Feedback plays a pivotal role in the assessment and learning process within the theoretical and practical components of the PATHFit course. It should aim to enhance student performance without hindering their learning. Providing advantageous feedback benefits both students and teachers, serving as a catalyst for the development of effective teaching strategies and inspiring student participation in physical activities during onsite learning. Furthermore, an effective

teaching strategy is crucial in optimizing classroom management, particularly when space constraints necessitate innovative approaches to activity implementation, as articulated by another respondent.

To foster effective learning environments conducive to physical activity participation in the PATHFit course, students must be supported in improving their learning strategies. With the expectation of greater student autonomy and initiative in contemporary educational systems, the adoption of a multisensory approach emerges as a promising instructional strategy for physical education. This method accommodates diverse learning needs while empowering students to confidently engage in skill demonstration and activity performance across varied spatial constraints.

b. Active Physical Activities

Physical activity serves as a cornerstone for maintaining the health and well-being of both educators and learners. Despite the prevalence of sedentary lifestyles, even minimal exercise yields significant health benefits. Integrating physical activities into onsite learning environments fosters numerous advantages for students and teachers alike, promoting overall health and vitality. When queried about essential elements for classroom management during the instruction of PATHFit courses in onsite learning settings, respondents echoed a common sentiment.

"Regular exercise not only enhances physical health but also bolsters mental well-being," affirmed one respondent. Emphasizing the importance of practical exercises within the PATHFit curriculum, they highlighted the potential for students to extend the benefits of these activities to their families. The primary objective of these physical activities is to engage students both physically and mentally, enhancing their strength, fitness, and ability to manage medical conditions effectively, thus reducing hospitalization risks and promoting independence and longevity.

Maintaining the integration of active physical activities into teaching practices emerges as a key directive for PATHFit instructors, particularly in the context of onsite learning. Recognizing the cardiovascular benefits of exercise, another respondent emphasized its role in lowering blood pressure, improving blood circulation, and fortifying heart health. This underscores the imperative of perpetuating active physical activity within classroom management strategies during onsite learning sessions.

Lastly, respondents underscored the significance of active physical activities as a best practice within the realm of physical education, particularly in the context of teaching strategies under classroom management's purview during onsite learning. These insights, drawn from educators' firsthand experiences, underscore the critical need for sustained engagement in active physical activities to foster long-term fitness benefits for both teachers and students within onsite learning environments.

IV. Conclusion

The study findings revealed thematic patterns in respondents' feedback, identifying active attitude, lifestyle active teaching, and teacher traits as pivotal aspects influencing classroom management within the PATHFit course during onsite learning. These themes underscored the importance of cultivating proactive behaviors, incorporating physical activities into educational practices, and embodying essential qualities in effective teaching. In terms of instructional approach, active teaching strategies and active physical activities emerged as fundamental components of classroom management. These approaches not only promote student engagement but also facilitate the integration of physical activities into the curriculum, fostering holistic student development. Respondents emphasized the significance of effective teaching strategies in encouraging active participation and providing constructive feedback, highlighting their role in optimizing classroom dynamics and enhancing learning outcomes. Overall, the study emphasized the importance of promoting an active lifestyle within the educational setting, aligning with broader goals of fostering student well-being and academic success. By integrating active teaching methodologies and physical activities into classroom management strategies, educators can create supportive learning environments conducive to student engagement and holistic development.

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