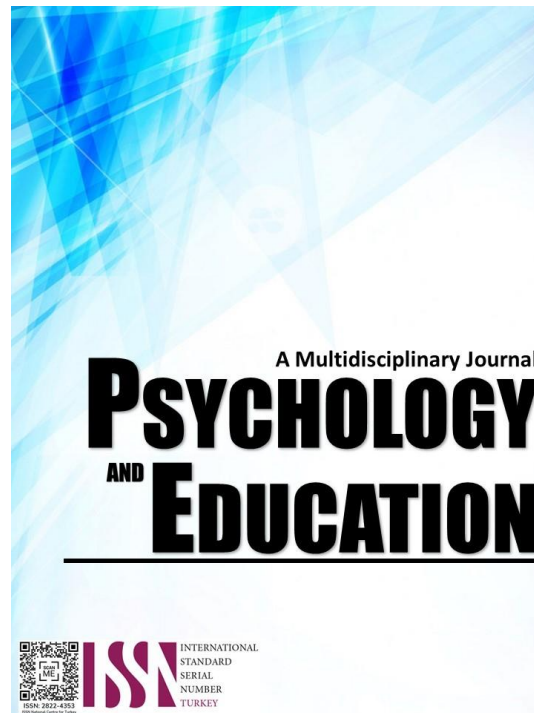


**SPORTS AND RECREATION ACTIVITIES AT HOME  
OF ELEMENTARY SCHOOL PUPILS IN ALABAT  
DISTRICT, DIVISION OF QUEZON: IMPLICATION  
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## Sports and Recreation Activities at Home of Elementary School Pupils in Alabat District, Division of Quezon: Implication to the Formulation of Physical Education Curriculum in the New Normal

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### Abstract

This study determined sports and recreation activities of Grade 6 pupils at home during pandemic. Specifically, it sought to find out the demographic characteristics of the respondents; the activities of the respondents at home in terms of sports and recreation activities; how the respondents perform the sports and recreation activities at home in terms of duration, companion, equipment, place and time; what learning topic in PE 6 curriculum do these sports and recreation activities are aligned; and what do the findings of the study may imply to the formulation of PE curriculum in the new normal. Based in the findings of the study, It was revealed that most of the respondents' parents graduated from secondary high school, Alabat Central Elementary School got the highest number of 4Ps member. Grade 6 is the common household member, parent/guardian provides instructional support, smartphone is use for educational purposes, mobile data is the most common way to connect to the internet, and poor internet connection is the most challenging hindrance affecting the child's learning process through distance education. Moreover, the activities of the respondents at home in terms of sports are basketball, volleyball, badminton and swimming. For recreation activities, it includes biking, running/walking and dancing. The duration, companion, equipment, place and time are essential elements that affect the sports and recreation activities of Grade 6 pupils in Alabat District. In the new normal setup where modular distance learning is employed, the 1<sup>st</sup> and 2<sup>nd</sup> quarter can be modified to specific sports such as basketball, volleyball, badminton and swimming. Meanwhile, for recreation activities, the 3<sup>rd</sup> and 4<sup>th</sup> quarter 5 can be modified to biking, running/walking and dancing.

**Keywords:** *elementary learners, new normal, sports activities, recreation activities, physical education curriculum*

### Introduction

The global pandemic of the 2019 coronavirus disease (COVID-19) has reached practically every nation. Measures to prevent the spread of the illness, such as social and physical isolation, lockdowns of establishments, schools, and general social life, have interrupted many routine areas of life, including sport and physical exercise (Bas et al., 2020). The epidemic has brought attention to disparities in sports and leisure activities. Understanding the problems in creating appropriate policies and measures to promote sport, or the obstacles faced by various organizations, is crucial (Evans et al., 2020).

The COVID-19 epidemic, according to Lim & Pranata (2021), prompted people all around the globe to change their daily routines, including their exercise habits. All people, including professional and amateur athletes, will be affected by this uncommon circumstance in terms of their physical, mental health, and behavioral patterns. Living under lockdown has been challenging since everyone must adhere to new rules while still maintaining their health and safety. Other team sports tournaments may have similar effects as a result of COVID-19 shutdown.

The Department of Education (DepEd) expresses support for keeping physical education (PE) in the school curriculum under the new normal at the COVID-19 in an article published by Philippine News Agency (2021). It's because physical education plays a significant role in kids' education. It is an essential basic topic. Additionally, the Philippine Sports Commission (PSC) has continued to be active in disseminating sports-related material via various online platforms, including webinars on online training, sports nutrition, and sports psychology, as well as online workouts by members of the national team. The DepEd's planned blended learning modalities for the new normal are being pushed for by Senator Pia Cayetano, who is also advocating for the inclusion of PE among the programs to be given. It's because one cannot just put one's bodily wellbeing aside. The promotion of physical education and regular exercise among youngsters must continue.

The K-12 PE Curriculum is standards-based, has intended learning goals, and is learner-centered, in contrast to conventional PE, which focuses on building skill competence in sports and activities, existing resources, sports-dominated material, and teacher-centered instruction. The emphasis should still be on developing 21st century abilities, the codes and tagged

resources for the merged and retained competencies must be kept, and all learning areas must still be taught while adhering to the Sulong Edukalidad framework.

Additionally, instructors should strive to conduct a cognitive, emotional, and psychomotor assessment of their students' learning that takes into account both their particular capabilities and disruptions to the continuity of their education. In order for students to be healthy, particularly during the pandemic, their level of fitness should constantly be taken into account.

On the other hand, Francis et al. (2021) highlighted that during the COVID-19 pandemic, a decline in children's levels of physical activity is observed according to parent reporting. Dunton et al. (2020) suggest that short-term changes in physical activity and sedentary behavior in response to COVID-19 may become fixed over time and increase children's risk of obesity, diabetes, and cardiovascular disease, supports this.

The obstacles of remote learning are significant, and it necessitates that students interact with schools in novel ways. Even if their school is still using virtual education, children may still participate in sports and recreational activities. For the students to continue participating in sports and recreation activities at home, the community will need to support them. This comprises tools that enable students to access online learning environments and acknowledge their contributions to society (Childs, 2020).

The difficulties of this investigation piqued the researcher's curiosity. As a result, the researcher was interested in learning what the Grade 6 students were doing for fun and exercise at home during the epidemic. The researcher also sought to determine the length, company, tools, and locations of the Grade 6 students' at-home sports and recreation activities. The results were used to help create the PE curriculum in the new normal. The PE 6 curriculum must be designed with the students' at-home sporting and recreation activities in mind.

### Research Questions

This study determined the sports and recreation activities of Grade 6 pupils at home during the pandemic which served as an input to the formulation of the PE curriculum in the new normal.

## Methodology

### Research Design

The researcher utilized a quantitative research design using descriptive-survey. Descriptive research design was used because it is an appropriate choice when the researcher aims to identify characteristics, frequencies, trends, and categories. It is useful when not much is known yet about the topic or problem (McCombes, 2020).

Descriptive-survey was implemented using a survey questionnaire to specifically determine the respondents' sports and recreation activities at home. It also determined how the respondents do the sports and recreation activities at home in terms of duration, companion, equipment, and place. These data led to the implication on the formulation of PE curriculum in the new normal. It included the alignment of the learning topics in PE 6 curriculum based on the sports and recreation activities of the Grade 6 pupils at home.

### Population and Sample

Purposive sampling was utilized to Grade 6 pupils to identify their sports and recreation activities based on the purpose of this study. The respondents were composed of Grade 6 pupils enrolled in School Year 2021-2022. Slovin's formula was used to calculate the sample size necessary to achieve a certain confidence interval when sampling a population. After the application of the Slovin's formula per school, the Grade 6 pupils were chosen through simple random sampling to meet the desired sample size. The interest of choosing the respondents is to contribute to the formulation of PE curriculum in the new normal through the findings of this study. The vitality of the alignment of the learning topics in PE 6 curriculum should be based on the sports and recreation activities of the pupils at home.

### Research Instrument

The researcher used a checklist type of questionnaire. It is a self-made questionnaire by the researcher and inputs were taken from the review of related literature and studies. The said questionnaire was prepared with two parts.

Part I dealt with the respondents' sports activities at home. There were 16 items for sports activities which includes duration, companion, equipment, place and time period. Part II focused on respondents' recreation activities at home. There were 9 items for recreational activities in terms of duration, companion, equipment, place and time period.

The data gathering instrument was validated by five experts who were composed of two (3) school administrators and two (2) master teachers with expertise on physical education and research as to its coherence and relevance with the problems of the study. After the validation of the research instrument, the researcher advanced to pilot-testing among five (5) Grade 6 pupils similar to the respondents of the study. It is to ensure that the questions are understood by the respondents and there are no problems with the wording. The validated data gathering instrument was presented to the Oral Examination Committee for their approval for the administration of the said instrument.

### Data Gathering Procedure

To fully realize the research objective, the researcher secured a letter duly signed by the adviser and Dean of Graduate Studies to conduct the data gathering utilizing the validated questionnaire, the researcher secured a letter of consent from the SDS of the DepEd - Division of Quezon. Then, the researcher also secured a letter of consent from the five (5) school heads of the five (5) elementary schools for the conduct of the said study.

Afterwards, with the informed consent of the SDS and the school administrators, principals or teacher-in-charge of each school were informed regarding the administration of the questionnaire. The researcher personally distributed and administered the questionnaire following the strict health protocols to prevent the transmission of COVID-19. Ample time was given to enable the respondents to carefully and concisely answer the distributed instrument. Retrieval of the questionnaire was done after the ample time given to the respondents to answer the questionnaire. After gathering the necessary data, appropriate statistical treatment followed and results were presented, analyzed and interpreted.

## Results and Discussion

This section presents the significant results of the study based on the gathered data from the survey questionnaire. It likewise gives the corresponding

analyses and interpretations which are supported by relevant and related readings of literature and studies to address the problems and challenges in this study.

### Demographic Characteristics of the Respondents

For the mothers and fathers, graduated from secondary high school got the highest percentage (41% and 37%) while not able to finish elementary school got the lowest percentage (4% and 6%). Alabat Central Elementary School got the highest number of members of 4Ps program (43%) while Pambilan Elementary School got the lowest number of members of 4Ps program (5%). Grade 6 (Rank 1) got the highest number of learners on household while Grade 7 and Grade 12 got the lowest number of learners in household (Rank 11.5). Parent/guardian (Rank 1) is the most common household members who provide instructional support while tutor/helper (Rank 6) is the least common household members who provide instructional support. Most of the Grade 6 pupils got a smartphone (Rank 1) for educational purposes while there were students who have no any device (Rank 9) available at home for educational purposes. Mobile data (Rank 1) is the most common way to connect to the internet while computer shop (Rank 5) is the least common way to connect to the internet. Poor internet connection (Rank 1) is the most common challenges that affect child's learning process through distance education while place relocation due to community quarantine (Rank 7) got the least common challenges.

### Activities of the Respondents at Home in Terms of Sports and Recreation

Table 1. *Sports activities of the respondents at home*

<i>Sports</i>	<i>Mean</i>	<i>Verbal Interpretation</i>	<i>Quarter</i>	<i>Remarks</i>
Basketball	2.93	Oftentimes	1 <sup>st</sup> Quarter 2 <sup>nd</sup> Quarter	Aligned Aligned
Volleyball	2.16	Sometimes	1 <sup>st</sup> Quarter 2 <sup>nd</sup> Quarter	Aligned Aligned
Badminton	1.25	Never	1 <sup>st</sup> Quarter 2 <sup>nd</sup> Quarter	Aligned Aligned
Swimming	2.55	Oftentimes	1 <sup>st</sup> Quarter 2 <sup>nd</sup> Quarter	Aligned Aligned
General Mean	2.22	Sometimes		

One of the sports activities of the respondents at home is basketball (DepEd, 2016) and Education Facilities Manual (DepEd, 2010). Sports includes basketball, volleyball, badminton and swimming.

Basketball got the highest mean of mean of 2.93 with a verbal interpretation of "oftentimes." It is followed by swimming garnering a mean of 2.55 with a verbal



interpretation of “oftentimes.” Afterwards, volleyball got a mean of 2.16 a verbal interpretation of “sometimes.” Lastly, badminton obtained the lowest mean of 1.25 a verbal interpretation of “never.” All of the sports activities identified in this study are all aligned in the learning topics of PE 6 curriculum.

The data depicts that the Grade 6 pupils are playing basketball more compare to other sports. It is followed by swimming, volleyball and badminton. The engagement of the Grade 6 pupils is affected by several variables such as the duration, companion, equipment, place and time period (Roe et al., 2021; Bhamani et al., 2020; Dunton et al., 2020; Ducharme, 2019; Schembri et al., 2021). These were discussed in details in the succeeding tables.

Table 2. Recreation activities of the respondents at home

Recreation Activities	Mean	Verbal Interpretation	Quarter	Remarks
Biking	1.90	Sometimes	3 <sup>rd</sup> Quarter 4 <sup>th</sup> Quarter	Aligned Aligned
Running/Walking	3.04	Oftentimes	3 <sup>rd</sup> Quarter 4 <sup>th</sup> Quarter	Aligned Aligned
Dancing	1.95	Sometimes	3 <sup>rd</sup> Quarter 4 <sup>th</sup> Quarter	Aligned Aligned
General Mean	2.30	Sometimes		

This table shows the recreation activities of the respondents at home. Recreation activities include biking, running or walking and dancing (DepEd, 2016; Education Facilities Manual - DepEd, 2010).

Running/walking got the highest mean of mean of 3.04 with a verbal interpretation of “oftentimes.” It is followed by dancing and biking garnering a mean of 1.95 and 190 respectively both with a verbal interpretation of “sometimes.” All of the recreational activities identified in this study are all aligned in the learning topics of PE 6 curriculum.

The data depicts that the Grade 6 pupils are running/walking more compare to other recreational activities. It is followed by swimming, volleyball and badminton. The engagement of the Grade 6 pupils is affected by several variables such as the duration, companion, equipment, place and time period (Giutella et al., 2021; Daniela et al., 2021; Theis et al., 2021; Montemayor, 2021; Healthline, 2016). These were discussed in details in the succeeding tables.

**Duration, Companion, Equipment, Place and Time Period of Sports and Recreation Activities at Home**

In terms of duration, for sports, basketball for 7-8

hours got the highest (frequency=43) while volleyball for 5-6 hours and swimming for 7-8 hours (frequency=2) got the lowest. For recreation activities, biking for 3-4 hours got the highest (frequency=101) while dancing for 5-6 hours got the lowest (frequency=13).

In terms of companion, for sports, swimming with friends got the highest (frequency=104) while playing volleyball alone and basketball with parents got the lowest (frequency=1). For recreation activities, running/walking alone got the highest (frequency=81) while dancing with siblings got the lowest (frequency=7).

In terms of equipment, for sports, they owned a basketball got the highest (frequency=44) and owned a volleyball got the lowest (frequency=10) while they borrowed a swimming equipment got the highest (frequency=200) and borrowed a badminton racquet got the lowest (frequency=26). For recreational activities, they owned a running/walking equipment got the highest (frequency=183) and dancing equipment got the lowest (frequency=84), while they borrowed a bike got the highest (frequency=83) and borrowed a dancing equipment got the lowest (frequency=45).

In terms of place, for sports, the swim beside the sea shore got the highest (frequency=205) while they play badminton at the park/playground got the lowest (frequency=1). For recreation activities, they perform biking activities at the park/playground got the highest (frequency=124) while they perform running/walking at the bedroom got the lowest (frequency=8).

In terms of time period, for sports, they swim during day-afternoon got the highest (frequency=108) while they play badminton during day-afternoon and swimming during night got the lowest (frequency=24). For recreational activities, they perform biking activities during day-morning got the highest (frequency=110) while they dance during night time got the lowest (frequency=18).

**Conclusion**

Based on the findings of this study, the researcher arrives at the following conclusions: (1) Most of the respondents’ parents graduated from secondary high school, Alabat Central Elementary School got the highest number of 4Ps member. Grade 6 is the common household member, parent/guardian provides instructional support, smartphone is use for

educational purposes, mobile data is the most common way to connect to the internet, and poor internet connection is the most challenging hindrance affecting the child's learning process through distance education. (2) The activities of the respondents at home in terms of sports are basketball, volleyball, badminton and swimming. For recreation activities, it includes biking, running/walking and dancing.

Furthermore, (3) the duration, companion, equipment, place and time period are essential elements that affects the sports and recreation activities of Grade 6 pupils in Alabat District. It should be considered in the delivery of the lesson in PE subjects so the Grade 6 pupils can easily relate and improve their academic performance in the specified subject. Hence, the existing learning topics in PE 6 curriculum for the 1<sup>st</sup> and 2<sup>nd</sup> quarter is general sports and for the 3<sup>rd</sup> and 4<sup>th</sup> quarter is general recreational activities. In the new normal setup where modular distance learning is employed, the 1<sup>st</sup> and 2<sup>nd</sup> quarter can be modified to specific sports such as basketball, volleyball, badminton and swimming. Meanwhile, for recreational activities, the 3<sup>rd</sup> and 4<sup>th</sup> quarter can be modified to biking, running/walking and dancing. Such contextualization will be very helpful in the delivery of successful pedagogy of PE topics in Grade 6.

Lastly, the findings of the study may serve as an input to the formulation of PE curriculum in the new normal by introducing the contextualized sports and recreational activities performed by Grade 6 pupils in Alabat District. The contextualization of sports and recreation activities available in Alabat District will improve the teaching and learning process which will build competency in addressing the challenges of the delivery of the curriculum in the new normal setup in education.

Based on the findings and conclusions drawn from this study, the following are hereby recommended: (1) Since the study found that there were various demographic variables affect the learning experience of the Grade 6 pupils. The school administrators and teachers may provide various ways of instructional support for the pupils in order to overcome the challenges affecting the learning process during distance education. (2) Existing sports and recreation activities done at home by the Grade 6 pupils were identified. In line with it, teachers may contextualize the delivery of the lessons anchored to the sports and recreation activities performed by the Grade 6 pupils during the modular distance learning. The local government units may support the establishment of other sports and recreation activities which was not

accessible for the pupils.

Meanwhile, time, place, equipment, companion, and duration have a significant impact on the sports and recreation activities that Grade 6 students in the Alabat District engage in. The teachers may maximize the potential of the sports and recreation activities accessible for the pupils. From there, teachers will be able to deliver the learning topics effectively and efficiently covering all the learning competencies despite of the paradigm shift in education. General sports and general recreation activities are the current learning themes in PE 6 for the 1<sup>st</sup> to 2<sup>nd</sup> quarter and 3<sup>rd</sup> to 4<sup>th</sup> quarter, respectively. The teacher may contextualize the general sports for 1<sup>st</sup> and 2<sup>nd</sup> quarter to basketball, volleyball, badminton and swimming, and the recreational activities for 3<sup>rd</sup> and 4<sup>th</sup> quarter to biking, running/walking and dancing.

Moreover, specific sports and recreation activities were identified in this study. School administrators may consider this to be added in the learning content. It may be included in the suggested activities to serve as an input to the formulation of PE curriculum in the new normal.

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