

# Barriers to learning and performing in physical education in modular remote learning and coping strategies perceived by the students

*by Carla Jobelle Culajara*

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## Barriers to learning and performing in physical education in modular remote learning and coping strategies perceived by the students

Carla Jobelle Culajara

Department of Education, SDO Quezon Province, Philippines

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### ABSTRACT

Every child deserves access to quality education amidst the COVID 19 pandemic. Students face the test of answering modules much more than doing the performances in the physical education classes. One of the challenges they faced was performing different performance tasks and being able to meet the objectives as well as the learning competencies. This study aimed to determine the barriers in learning performances and students' coping strategies in physical education in modular distance learning which was accompanied by a quantitative approach using a descriptive – survey method of research. The study was conducted in one of the secondary public schools composed of 201 selected junior high school students. Based on the result of the study, the findings were as follows: majority of the respondents were female, grade 9 students and 15 years of age. The barriers experienced by the students were overthinking about their grades, minimal engagement in performance tasks due to lack of equipments and learning materials, discomfort in doing the task because of distraction at home and unstable internet connection which means it is important to assess and evaluate the learning materials provided in the module to provide accessibility to students capabilities and available materials at home. With regards to students' coping strategies, it emphasize in developing skills and abilities even in the confinement of home because learning must continue and students have the grit to do their tasks in their modules which indicates the student's opportunities and resiliency was very important factors for the students' learning and doing performances. To satisfy the students' needs, school leaders must incorporate real methods into their teaching and address their diversity, as well as provide a variety of instructions and learning resources, lesson exemplars, and assistance for the students. To stimulate creativity and assure excellence in educational offerings, colleagues should be given technical assistance and coaching. Professional development should be prioritized during the pandemic to improve intrinsic competencies to plan, manage, and internalize more effective service delivery.

**Keywords:** Modular distance learning; barriers; coping strategies**\*Corresponding Author:**Email: [carlajobelle.culajara@deped.gov.ph](mailto:carlajobelle.culajara@deped.gov.ph)[https://doi.org/10.25299/es:ijope.2022.vol3\(1\).7792](https://doi.org/10.25299/es:ijope.2022.vol3(1).7792)

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## INTRODUCTION

As stipulated by [Castroverde and Acala \(2021\)](#), education plays an important role in shaping the lives of students. In the process, teachers are one of the essential instruments in delivering quality learning ([Apriani et al., 2020](#)). Due to the emergence of COVID-19 in the Philippines, a lot of changes happened in the educational landscape. One of these is the mode of instruction that was implemented by the Department of Education and the current COVID-19 crisis has obliged most education systems to adopt alternatives to face-to-face teaching and learning. The COVID 19 virus has a wide range of effects on people's lives across the world, including disrupting routine school activities ([Setiyawan et al., 2020](#)). Teachers can discover a way to make learning easier for students and remain unwavering in their commitment to each student's development ([Supriyadi & Dupri,](#)

2020). The COVID 19 virus has a significant impact on many parts of humanity's lives around the world, including disrupting routine educational activities (Papaph, 2020). Without risking anyone's health or safety, the education sector's goal is to maintain the ideals of excellence, integrity, and service to its pupils by providing a high-quality, free, and accessible education (Healy et al., 2020; Indriani & Ashfaq, 2021). This study was done to shed light on the barriers faced by students in answering the module and remaining to perform the performances required in achieving and maintaining the needed competencies in a student. This study will use to shed lights on students' journey in the different barriers and how they cope up with those challenges in learning and doing performances in physical education.

Anything that inhibits students from fully participating in their learning is referred to as a learning barrier (Hyndman, 2017). At a time when students are learning on their own skills and abilities, they have their own way of coping with each activity in learning and doing performances especially since no teacher can be seen demonstrating actions or movements. The effects of the COVID-19 epidemic have wreaked havoc on many sectors of society, including education (Brien et al., 2020). As we approach the post-COVID-19 era's new normal, there is a need to rethink education in light of new opportunities and challenges (Cahapay, 2020). This study will be a voice on innovation for more attainable competencies and designed activities for modular learning and will further value physical activities participation. The findings could be utilized as a springboard for future modifications in physical education programs as well as suggestions for implementing modular distant learning programs in a modular format. The challenges in physical education student learning could be used as a springboard to develop, manage, and implement programs that will result in high-quality instruction and results (O'Connor & Penney, 2021). Because the K-12 curriculum aspires to generate 21st-century capable learners, it emphasizes a variety of performance-based activities that allow students to communicate their ideas and perspectives, as well as collaborate with others to complete a task (Liu et al., 2017).

The most popular distant learning technique among parents with children enrolled in this academic year in the Philippines has emerged as studying through printed and digital modules. This also considers learners in remote locations who do not have access to the internet for online learning. Furthermore, Ancheta et al. (2020) asserts as the country continues to confront different issues brought about by the coronavirus disease 2019 (COVID-19) pandemic, the Department of Education (DepEd) is addressing the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020. So, in the aftermath of COVID-19, the BE-LCP attempts to guarantee the health, safety, and well-being of students, instructors, and other staff members, while also figuring out how to keep education going. In particular, the BE-LCP has been designed with a legal framework responsive to the new normal in education, keeping in mind the constitutional mandate always uphold the right of all citizens to quality education (Miguel & Pascual, 2021). In line with this, the learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the local health conditions, the availability of resources, and the context of the learners in the school or locality: (1) face-to-face, (2) distance learning, (3) blended learning and (4) homeschooling. In application, however, the BE-LCP is confronted with different challenges (Ann & Pimentel-Tibon, 2020).

Learning takes place between the teacher and students as the teaching and learning process depends on the teacher and student interaction that should have a maximum level of participation for the development and deep understanding in modular learning

(Araújo et al., 2021). The modular learning modality is now employed by all public schools in the Philippines to consider learners in rural locations where the internet is unreachable for online learning. Modular learning is a type of remote learning that employs Self-Learning Modules (SLM) and is extremely handy for most Filipino students (Anzaldo, 2021; Castroverde & Acala, 2021). It was also the majority of parents/guardians' preferred learning system for their children. The SLM is based on the Department of Education's most essential learning competencies (MELCS) (Guiamalon, 2021). The use of modular education is increasingly prevalent when compared to traditional teaching methods, this modular approach allows pupils to learn at their own pace (Anzaldo, 2021; Castroverde & Acala, 2021). They learn at their own pace and it is a technique for unfettered self-learning in which immediate reinforcement, which added to the practice activity, which engages the students and piques their interest (Ambayon, 2020). Furthermore, strategic planning and execution necessitate this kind of modality in learning. Learning the modular approach is an initiative of every teacher to be innovative, make connections and elevate their collaborations (Castro & Zermeño, 2020). This is their opportunity to further enrich and value their professional development. Students face the test of answering modules much more than doing the performances in the PE class (Hinojo-Lucena et al., 2018). One of the challenges they face is performing different performance tasks. However, teachers in public schools had trouble connecting to the internet. Some parents are unable to attend school to obtain the module. Due to a lack of financial resources, some students and parents are unresponsive, and learners struggle to keep up with the pace (Abante et al., 2020). As a result of modular education, there is a significant gap in student learning, not every pupil has an electronic device.

In the quest of a high-quality education for all pupils, the safety of teachers and students will not be sacrificed. With the school's learning continuity plan, no learner is denied the necessary resources, abilities, attitudes, and information that is critical for their long-term survival in the global market future, the study's chosen participants have been addressed in providing quality education in the new normal with vigor. No one's health or safety will be harmed or put in jeopardy because of its learning continuity plan. Students' participation isn't enough, instructors must work hard to boost student engagement, keep their attention, collect feedback, and evaluate them in a variety of ways (Dhawan, 2020). This will result in a powerful and efficient system in stimulating learning environment and EdTech will never be able to completely replace a teacher, but it can help and improve instruction. Physical education is a K-12 academic subject that includes standards-based curricula and instruction for developing physical activity, fitness, and motor skills knowledge and habits. It has always been vital, but now it's even more important to provide quality for students so that both instructors and students can survive the epidemic and into the new normal in a healthy, intellectual, and emotional way.

Now, the physical education department is trying to find new ways to help students find a way to keep their lives in check. Using technology and initiative projects, they have been able to stay up with the regular physical education schedule by providing concepts, routines, activities, games, and exercises to each student's home for them to complete. Everyone's ability to adapt was tested as the country moved to a new normal (Bozkurt & Sharma, 2020). The school must first and foremost be ready and for the classroom's method of instruction second, the teachers' technological experience and skills. It is necessary to ensure the development and use of instructional content. Finally, students' readiness for the new normal must be taken into consideration and it should be highlighted (Reyes & Caballes, 2022). Learner-centered constructivism is being utilized



in the new educational norms, and students are being given more autonomy and responsibility for their learning by allowing them to create goals, manage their own learning, and monitor their own progress (Chen & Wu, 2020).

In modular distance learning, students can employ self-learning modules (SLMs) in print or digital format/electronic copy, whichever is appropriate in the context of the learner, as well as other learning resources such as learner's materials, textbooks, activity sheets, study guides, and other study materials. Learners use a computer, tablet PC, or smartphone to access electronic copies of learning materials (Llego, 2020). Education in the new normal will not merely be about operating in a safe environment for students' health, nor will it be entirely based on online modalities (Bozkurt & Sharma, 2020). It should not compromise quality while continuing to provide equal opportunity to all, particularly marginalized and disadvantaged groups. It is not a one-size-fits-all solution, but one that is tailored to each learning community's specific needs (Navarosa & Fernando, 2020).

Thus, learning affects the learning performance specifically in physical education as an old trite, "less talk but more on demonstration" that develops the psychomotor competence of the students. Today, one method to succeed is to use affiliated technology and student-centered learning materials (Czajka & McConnell, 2019). This phrase emphasizes that providing various learning modes is a way to reach every student and encourage them to continue their pursuit of high-quality education (Mishra et al., 2020). This new normal is not something you'll be able to ignore and won't be able to just change the channel or close out the tab to get away from it. It sounds trite but let this time-honored cliché say, a sound mind can only dwell in a sound body. Physical education will forever be part of the school curricula since it helps in the development of the physical, emotional, social, and morals of every child in school (Opstoel et al., 2020). In times of pandemic, it develops and strengthens skills necessary to a successful life. Learning and doing performances even in the confinement of home is a challenging task for the students and teachers as change is inevitable and education must not stop, and it teaches individuals to be more active and develop themselves holistically through performance tasks.

As reiterated by Dargo and Dimas (2021) to fill in the gaps, it is suggested that modules be simplified and complemented with video lectures and audio recordings, that online mediations be conducted, that neighborhood training be provided, and that house visits be conducted. The learners or students are identified by their various learning styles, cognitive demands, personality traits, and other characteristics of individual passions. The learning process is influenced by learning theories such as behaviorists, cognitivists, and constructivists which relates to a student's interaction with his or her surroundings (Khan, 2016).

Tria (2020) stated that there will be modifications to the grading system, the assessment, and evaluation of student performance will also be a part of the process. Every administrator faces a challenge. Furthermore, laboratory activities in the sciences, as well as other topics that demand performance, such as physical education, culture, and the arts would be restricted to the use of paper and pencil tests. As an old cliché says, less talk but more on demonstration, students will learn more if the curriculum and teacher will stimulate progress and experiences to the teaching-learning process in the school. Many activities and performing arts activities in the K to 12 curricula in physical education such as music, dance, and theater that helps in the development of the students' totality but while we were in the transition of modular distance learning, by becoming self-sufficient, you can build self-regulation skills and learners can have a positive and academic mindset as a result in the direction of a new mode of learning.

However, [Septian and Sukarmin \(2021\)](#) assert that perspectives of teachers and students regarding learning approaches during the Covid 19 epidemic era must be researched in the challenge of perceptions because each person's perceptions can be different. As a result, each person's opinion of schooling differs ([Cakrawati, 2020](#)). In the Kto 12 curricula, students are given the chance to learn in the ways that work for them by providing different teaching strategies and approaches that develop the autonomy of an individual and increase learning opportunities. Dance, music, arts, and sports were the lessons in MAPEH that need proper training to be able to meet the performance and content standards in the K to 12 curricula. Students should be allowed to improve their abilities, character, social skills, critical thinking, and talents by allowing them to learn on their own and actively participate in various performance tasks to achieve the stated aim and skills may be taught and learned by putting in a lot of practice time. One of the challenges of each student is to do the physical activity required in a task that is the focus of the Physical Education class, to motivate each student to participate in the exercise. As the bulk of students today are in poor physical condition, distance learning prompted the creation of new methodological approaches to student physical training, with a strong emphasis on self-control skills under the supervision of a teacher.

As [Simamora \(2020\)](#) reiterates that providing students with learning options isn't enough, they also need accessibility and adaptability. This is generally equally crucial for all types of learning approaches to assist in the development of autonomous learning abilities and learning preparedness. If used correctly, technology can assist students in achieving academic success while also preparing them for future learning in different modes and approaches. As a result, teachers must remember to explain to students the benefits of working and learning in the new normal setting. Students are not just learning certain lessons, but they are also learning about the world around them and the values in this pandemic era ([Anzaldo, 2021](#)). They are taught how to even if they are at home, they must manage their time.

Additionally, the study synthesized the barriers and coping strategies in learning performances to come up with recommendations and conclusions. The new norm of education is more on learning on a self-paced method, in connection with the shifting use of technology in the modern world and the field of blended learning, it is an extension that each child has his or her abilities and intelligence, and it assesses constructivist and self-innovators. Study aimed to determine the barriers in learning and doing performances and students' coping strategies in physical education in modular distance learning which was accompanied by a quantitative approach using a descriptive – survey method of research.

## METHOD

### Research Design

The researcher used the descriptive survey method of research where the basic instrument as a set of questionnaires and answered by the selected junior high school students in secondary public school. The researcher used stratified sampling to find the population and a purposive sampling selection of the school was used to know the respondents of the study. The data gathering procedure included online research, survey, and document analysis. The study focus on the barriers in learning performances and students' coping strategies in physical education in the new normal of education. The researcher felt that the descriptive method is appropriate in ascertaining the condition that prevails in the said study. To administer the questionnaire, written approval was submitted to the School Head for approval in the distribution of the questionnaire seeking

their full cooperation and honest perception about the study undertaken. Upon approval, the survey questionnaire via google form was sent in the respective group chats (GC's) of the class.

### Sampling and Participants

The choice of locale was a personal choice of the researcher to become the voice in upgrading and improving the learning amidst pandemic in the new setup of education. To get the number of respondents, multi-stage sampling was implemented. A purposive-stratified random sampling was used as the basis for the number of student respondents in the school. After the data gathering, the data were tallied, interpreted through appropriate statistical tools, and presented in tables for analysis to come up with conclusions and recommendations.

### Research Instrument

The researcher developed a self-made questionnaire that will serve as the instrument in gathering data. The questionnaire was administered through google form to find and analyze the barriers in learning performance and students' coping strategies in physical education in modular distance learning.

### Statistical Techniques

The researcher considered several steps to accomplish the present study. To get the data from the respondents through the questionnaire as an instrument, the questionnaire was designed by the researcher. In so doing two stages will be implemented: (1) administer the questionnaire and (2) analyze and gather the data needed in the study. To describe the responses of the respondents regarding their barriers encountered, artistic inclinations and coping strategies, frequency count and percentage, and weighted mean were applied. The verbal interpretation of the Likert Scale in Part II and III of the questionnaires used the following interpretation:

Range	Verbal Interpretation
4.21 – 5.00	Strongly Agree
3.41 – 4.20	Agree
2.610 – 3.40	Neutral
1.81 – 2.60	Disagree
1.00 – 1.80	Strongly Disagree

The analysis was conducted after administering the survey answered by the junior high school students. The researcher used the statistical measure in summarizing, presenting, analyzing, and interpreting the data gather.

## RESULTS AND DISCUSSION

### 3 PROBLEM 1: What is the demographic profile of the respondents in terms of (a) age, (b) grade level and (c) gender?

1  
This part tackles the findings of the study based on the problems presented in the purpose of the research.

## PART I. Socio-demographic Characteristics of the Respondents

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Table 1. Socio-demographic Characteristics of the Respondents in Terms of Age, Gender and Grade Level

Profile of the Respondents	Frequency	Percentage
<b>Age</b>		
12	16	8%
13	35	18%
14	47	23%
15	62	31%
16	27	13%
17	5	3 %
18	4	2%
19	2	1%
<b>Grade Level</b>		
Grade 7	54	27%
Grade 8	16	8%
Grade 9	92	46%
Grade 10	39	19%
<b>Gender</b>		
Male	70	35%
Female	131	65%

The data reveals that most of the respondents belong to the age group of 14-15 with 54%. It has also shown that many of the respondents are from grade 9 level with 92 students (46%) while grade 7 got 54 students (27%), grade 10 with 39 students (19%), and grade 8 with 16 students (8%). The data revealed that more than half of the respondents were female with 131 (65%) who while the remaining 70 students (35%) were male. It seems that women are more likely to participate than men in survey response studies. In general, most of the respondents were female, grade 9 students, and 15 years of age.

## PART II. 12 Barriers encountered by the students in learning performances in physical education in the new normal

**PROBLEM 2: What are the barriers in learning performances in physical education that encountered by the respondents?**

Table 2. Barriers encountered by the student in learning performance in Physical Education

Statements	WM	Verbal Interpretation
1. I feel distracted when someone makes noise in my practice.	3.97	Agree
2. I feel discomfort in doing task at home because my family is watching.	3.26	Slightly Agree
3. I experienced difficulty in learning dance through watching video.	3.06	Slightly Agree
4. I do not have spacious room to perform the task.	2.95	Slightly Agree
5. I cannot perform because I cannot follow the instructions in the module.	3.1	Slightly Agree
6. I experienced difficulty in accessing the given link to be watched because of unstable internet connection.	3.49	Agree
7. I tend to overthink about my grades.	4.08	Agree



Statements	WM	Verbal Interpretation
8. I find it difficult to perform musical presentation because I do not have gadgets / musical equipment.	1. 3.59	2. Agree
9. I have a hard time practicing song through listening in recorded audios or watching videos.	3. 3.32	4. Slightly Agree
10. I am easily distracted with the noises from my environment.	5. 3.87	6. Agree
11. I am not able to develop my musical ability because there is no immediate feedback.	7. 3.43	8. Agree
12. I had trouble in understanding musical notes and musical elements.	9. 3.66	10. Agree
13. I have difficulty in listening the right melody of the musical selection.	11. 3.09	12. Slightly Agree
14. I am not able to answer the activities completely because I have to prioritize our household chores.	13. 3.14	14. Slightly Agree
15. I had difficulty in learning music through the links because of unstable internet connection.	15. 3.55	16. Agree
16. I normally find it difficult to keep myself motivated to study at home	17. 3.43	18. Agree
17. I do not have sport equipment needed in doing the learning task.	19. 3.83	20. Agree
18. I cannot execute the basic skills because of the learning environment (surroundings, highways, stores).	21. 3.14	22. Slightly Agree
19. I have difficulty in recognizing the problems and act on it when I'm under excessive tension and stress in doing the learning performance in sports.	23. 3.69	24. Agree
20. I am not capable to perform skills and knowledge in sports because no one who is teaching me at home.	25. 3.22	26. Slightly Agree

As gleaned in Table 2 respondents tend to overthink their grades with 4.08%, Low grades appear to incentivize students to improve their subsequent course performance, and grades are usually seen as an outcome of the educational process (Gray & Bunte, 2021). Similarly, Winkler (2021) stated that academic achievement has too often been a metric by which students define their self-worth where students tend to become grade conscious in everything they do because when they put extra effort into each performance task, they know the result they will get is also good. However, learners complete their modules solely for the sake of formality and just to conform with the criteria and some were underestimating the importance of modules (Anzaldo, 2021).

Furthermore, students feel distracted when someone makes noise in the practice with 3.96% since some of the performance tasks were submitted online, students tend to become out of focus when someone caught their attention in doing the task. As Hollandsworth and Trujillo-Jenks (2020), reiterates that learning performance is a learning and evaluation system that let students demonstrate their knowledge and skills in a learning environment that incorporates their higher-order thinking skills while also linking them to real-world scenarios. Similarly, students are often distracted at home, especially if they have access to electronic devices. Students spend more time watching television or playing video games or internet games in which parents believe they are

conducting research. However, they view this time as a break from school, thus they want to sleep and get up whenever they want. In that instance, learners' work would be rushed because they will be spending more time playing than learning (Dargo & Dimas, 2021).

However, students who do not have sports equipment needed in doing the learning task gained 3.83%. Doing the task with insufficient materials resulted in incomplete the task and can result in not experiencing the learning since the indicated activity and objective cannot be attained by the students while learning at home. As reiterates in Shelley (2020) physical education teachers recognize the need of designing activities that are both relevant and entertaining to encourage pupils to embrace an active lifestyle. Teachers, on the other hand, had to adapt and implement creative options for students while teaching remotely. Some teachers have created workouts that can be done safely indoors with everyday items. Some school districts-initiated school-to-home equipment projects, delivering age-appropriate equipment packages to each pupil and recommending PE program activists. Others have broadcast synchronous fitness courses from their homes, urging students to participate.

### Part III. Coping strategies of students in learning performances

#### PROBLEM 3: What are the coping strategies of the students in learning performances?

**Table 3. Coping strategies used by the students in learning performances in Physical Education**

Statements	WM	Verbal Interpretation
1. Give emphasis on developing skills and abilities even in the confinement of home because learning must continue.	4.47	Strongly Agree
2. Give a greater emphasis on learning and the significance of prioritizing the assignment.	4.42	Strongly Agree
3. Devote more time to reading and watching videos relating to the lesson in the module.	4.35	Strongly Agree
4. Make learning enjoyable to explore and engage more.	4.28	Strongly Agree
5. Devote sufficient time to responding to the self-learning activities.	4.4	Strongly Agree
6. In answering the module, I will prioritize the learning goal over trivial and other duties.	4.32	Strongly Agree
7. Have continual contact with the teacher regarding questions and explanations.	4.24	Strongly Agree
8. Have a self-monitoring of the written and performance tasks.	4.33	Strongly Agree

As gleaned in Table 3, students coping strategies were evident. As Freire et al. (2020), stated that there has been a rising interest in determining how individuals might mix various coping techniques and the adaptive repercussions that this flexibility involves. Based on the results, one thing to easily cope in learning performances in modular distance learning, students give emphasis on developing skills and abilities even in the confinement of home because learning must continue with weighed mean of 4.47% which gave them leeway to liberate themselves to learn amidst pandemics. Furthermore, Anzaldo (2021) explained that even in this type of environment, there are more learners than they are in an academic setting where they are learning at home with their parents and their parents' supervision and guidance in their SLM or their self-study modules. These students are open-minded and adaptable to changes in their lives and environment.

Furthermore, give a greater emphasis on learning and the significance of prioritizing the assignment gained with 4.42%. Emphasizing and prioritizing the assignment can result in the ability to control and regulate your behaviors, feelings, and ideas. Being able to manage yourself can help you achieve more success in your goal-setting activities. These abilities allow you greater influence over your learning outcomes, which could lead to more exciting opportunities in the future.

Finally, devote sufficient time to responding to the self-learning activities got with 4.40%. Razali et al. (2018) reiterates that time management is crucial, and it can have a significant impact on an individual's overall performance and achievements. Nowadays, students frequently complain that they do not have enough time to accomplish all the chores that have been allocated to them. At the end of the road, students should widen their perspective in attaining the objectives and being always resilient. Because there were the ones who can help the teachers in reaching the addressed goals and adjusting to the new normal of education.

#### **PROBLEM 4: Is there a significant difference between the barriers and coping strategies in learning performances?**

**Table 4. Significant Difference Between Barriers and Coping Strategies in Learning Performance**

Variables	Computed F-value	Critical F-value	Decision	Impression at 0.05 Level of Significance
Barriers and Coping Strategies	-128.05	±1.96	Reject H <sub>0</sub>	Significant

The data shows that the computed F-value -128.05 exceeded the critical F-value -1.96. The result indicated to reject the null hypothesis. It only means there is a significant difference in the barriers and coping strategies among the respondents, which implies that the coping strategies are likely to affect the barriers in learning performance in physical education in modular distance learning.

#### **8 CONCLUSION**

Based on the result of the study, the following conclusion are drawn: Majority of the respondents were female, grade 9 students and 15 years of age. The barriers experienced by the students were overthinking about their grades, minimal engagement in performance tasks due to lack of equipments and learning materials, discomfort in doing the task because of distraction at home and unstable internet connection which means it is important to assess and evaluate the learning materials provided in the module to provide accessibility to students capabilities and available materials at home. With regards to students' coping strategies, it emphasize in developing skills and abilities even in the confinement of home because learning must continue and students have the grit to do their tasks in their modules which indicates the student's opportunities and resiliency was very important factors for the students' learning and doing performances.

The following recommendations are based on the study's results and conclusions; (1) To meet the needs of students, school leaders must include real-world approaches into their teaching and address their diversity, as well as give a variety of instructions and learning resources in the modular distance learning. The teaching and learning process promotes the totality of the pupils in many ways through student-centered instruction and the application of innovation and by engaging their intelligence in a variety of

important learning activities, (2) School leaders must act by increasing and harmonizing the activities and focusing on students' strengths and weaknesses will appropriately define and interpret the various disciplines and weaknesses. This will pave the way for thinking about and accepting changes, making incremental changes, and employing a growth mindset and meeting influential people, and getting inspired, (3) Teachers must use to incorporate real tactics into teaching and address students' diversity to meet their requirements, as well as offer a variety of instructions and learning resources, and interventions for the students, (4) Technical help and coaching should also provide to colleagues to encourage creativity and ensure excellence in educational offerings. During the pandemic, professional development should also prioritize to increase inherent capabilities to plan, manage, and internalize more effective service delivery, (5) Teachers must implicitly encourage themselves to choose tactics that are not only student-centered but also effective in times of pandemics. However, this creates areas for students and teachers to explore and requires a lot of practice for them to succeed because learning is a complex activity that cannot be hastened to become specialists in a specific field and to improve the ability to employ methods in the development of critical and creative thinking and abilities of the students, (6) More research on students' engagement in learning and doing tasks might be conducted by physical education teachers.

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