

PERCEPTION ON TRANSITION TO FACE-TO-FACE CLASSES: ITS INFLUENCES ON THE STUDENTS' READINESS IN PHYSICAL EDUCATION

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ABSTRACT

The Philippines is still making the transition from holding online classes to reopening the schools for in-person classes more than two years after the pandemic began. Only in November 2021, 20 months after the pandemic began, were the first formal face-to-face classes resumed in the country. At that time, 100 public schools and 30 private schools took part in a pilot program for a small number of in-person classes.

The study aimed to determine the perception on transition to face-to-face classes its influences on the students' readiness in physical education to come up with recommendations and conclusions. The new educational norm emphasizes self-paced learning in conjunction with the changing use of technology in the modern world and the field of transition to face-to-face classes. It is an extension that each student has his or her own abilities and intelligence, and it assesses constructivists and self-innovators. The purpose of the study was accompanied by a quantitative approach using a descriptive – survey method of research.

Researcher use stratified random sampling when they want to access differs from simple random sampling, which involves the random selection of data from an entire population, so each possible sample is equally likely to occur. After the collection of data from two hundred (200) grade 9 students in Unson National High School, the data were tallied, tabulated, and analyzed using the formula for weighted mean, standard deviation, Kendall tau Rank Correlation was used to examine the inferences of this research.

The result implies that students learn more by doing the activity rather than just reading. They can apply and remember more their prior knowledge as they recall more the things they have heard, watched, and did. Students participate actively in Physical Education class as they feel happy being involved in teaching and learning process. Based on the findings and analysis of data shown in the study, the level of students' perception based on social status, emotional health, class size, and learning style had significant influences on their level of readiness in Physical Education in terms of prior knowledge, classroom behavior, cognitive skills, class participation, and sense of belongingness.

To have more reliable results since the study only cater on the readiness of Grade 9 students it may also be necessary to explore and examine the perception of other grade level in future research endeavours in this area. This would provide a more holistic understanding about perception on transition to face-to-face classes its influences on the students' readiness in physical education. Also, increase the sample size of the respondents to obtain a more reliable and robust results.

Keywords:

Perception, Physical Education, Transition to Face-to-Face Classes, and Students' Readiness.

INTRODUCTION

UNICEF, in August, has claimed that the Philippines is facing a "learning crisis"- "Prolonged school closures, poor health risk mitigation, and household financial shocks had the most impact on learning poverty, resulting in many children failing to read and understand a simple text by age 10". The

opening of the school is one step in "tackling learning poverty and recovering pandemic-related learning losses."

Worldwide, the COVID-19 pandemic has brought about previously unbelievable economic, social, and political problems. It has created an educational crisis as well as a health problem. 87 percent of the world's student population was affected by lockdowns and quarantines, and 1.52 billion students were out of school and other education institutions (UNESCO Learning Portal, 2020). Due to the COVID-19's suddenness, uncertainty, and unpredictability, the educational system was forced to act rapidly to adapt to the evolving nature of education.

In an article by Guison (2022), with the news that face-to-face classes will resume, students have a variety of expectations. Although excitement is what most of them are most looking forward to, several of them mentioned reasons for their concern and fear of returning to school, including the pressure to perform well once more, time management, transportation, socializing, and the fact that COVID is still present.

With the kind of modality, it is important to identify the effect of perception on transition to face-to-face classes in terms of knowledge, pedagogy, academic setting, and socioeconomic status. This study will also show the influences on the students' readiness in physical education such as prior knowledge, classroom behavior, cognitive skills, class participation, and sense of belongingness.

This study aimed to determine the perception on transition to face-to-face classes its influences on the students' readiness in physical education. Specifically, this study sought to answer the following question:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Sex; and
 - 1.4 Socioeconomic Status?
2. What is the level of perception on transition to face-to-face classes in terms of:
 - 2.1 Social Status;
 - 2.2 Emotional Health;
 - 2.3 Class Size; and
 - 2.4 Learning Style?
3. What is the level of Influences on the students' in physical Education in terms of:
 - 3.1 Prior Knowledge;
 - 3.2 Classroom Behavior;
 - 3.3 Cognitive Skills;
 - 3.4 Class Participation; and
 - 3.5 Sense of Belongingness?
4. Do the students' perception on transition to face-to-face classes influence their readiness in physical education?

REVIEW OF RELATED LITERATURE

As cited by (Shing et al.,2016), the foundation for learning new skills and knowledge is the encoding, combining, and retrieval of experiences and facts. Prior knowledge can significantly improve those memory processes and support the learning process. But prior knowledge can also make it more difficult to learn new information, especially if it conflicts with the learner's assumptions. To maximize

students' learning, it is crucial to consider their prior knowledge and understand how it influences memory functions. Recent behavioral and imaging studies have provided fresh insights into the brain processes through which prior knowledge influences memory. The ability to effectively employ one's knowledge base for memory functions varies between developmental stages, although relatively little is known about these changes.

Student hand-raising is conceptually connected to the first three classroom behaviors (communicating, asking, and explaining), and it can be viewed as a signal for the remaining categories (paying attention and listening). Fredricks et al., (2012) examined several well-known tools used to gauge student involvement in a thorough literature review.

As explained by Paper et al., (2022) the ability to pay attention, which enables us to process the essential information from surroundings, is one of the most crucial cognitive skills. Usually, senses, memories, and other cognitive processes are how we process this information. Information processing systems are reduced and hampered by lack of attention.

As explained by Dr. Ken Shore (2022) teachers can benefit from class participation as a great teaching tool. Pupils don't grasp by listening to their questions and may modify training accordingly.

On the word of Engels et al., (2021) class participation is a crucial factor because it influences academic results like achievement and a high degree of school engagement. It shows students' feelings, behaviors, and opinions about school life (Thararuedee et al, 2020)

It is believed by Zheng et al. (2018) perceived inauthenticity can have negative interpersonal repercussions, as shown by the example of political figurehead Hilary Clinton at the opening of our research. Therefore, understanding what influences followers' perceptions of a leader's authenticity is crucial. This study demonstrates how two essential self-identifications—a sense of individuality and a sense of belongingness—interact to affect followers' perceptions of a leader's genuineness. Perceived leader authenticity is positively correlated with a leader's feeling of uniqueness when that leader has a low sense of belongingness. The perception of a leader's genuineness is positively correlated with their sense of belongingness when they have a low sense of distinctiveness. This interactive influence on perceived leader authenticity is mediated by perceived self-concept consistency. Hope that this research sparks more investigation into the causes of perceived leader authenticity.

The position one occupies in society according to prestige is known as social status. Numerous other factors, including profession, wealth, education, and family background, also have an impact on it. People are divided into social classes in stratified societies, which have a hierarchical social structure and are valued differently in the community. Some societies have a rigid social class structure with little to no social mobility, making it impossible to improve one's social standing. Even though they are stratified, some people are more willing to change their social standing through marriage, education, talent, and hard work. The likelihood that someone can raise their social status has increased because of globalization. To be truly equitable, a society must value every member equally, regardless of their family background, line of work, level of income, or any other factor. (New World Encyclopedia, 2008)

As stated by Capp, K. M. B., (2023), the ability to accept and manage emotions through difficulty and change is a sign of emotional health. Emotions can be allowed to be digestible by someone who has a healthy emotional balance. Daily annoyances provide opportunities to practice responses rather than reactions, allowing for the flourishing of emotional health.

The total number of students in each classroom is referred to class size. Depending on the size of the class, the teachers may divide the students into groups and create an active learning environment where they engage the students in activities that promote deep learning rather than superficial learning. Active learning techniques encourage active participation in the subject matter and a more distinct order of thinking skills. (Teachmint, 2021)

As stated by Top Hat (2019) a student's method of learning is referred to as their learning style. A person's preferred method of information intake, processing, comprehension, and retention is referred to as their learning style. The four main learning preferences are kinesthetic, tactile, auditory, and visual.

RELATED STUDIES

As study of Dong et al., (2020) emphasize that the effects of prior knowledge on instrumental help-seeking, executive help-seeking, and avoidance of help-seeking were similarly moderated by cognitive load. According to this study, students who have a greater background prior knowledge and are under less cognitive strain can engage in higher degrees of instrumental help-seeking, which results in high-quality learning engagement. Conversely, pupils with larger cognitive loads and fewer prior knowledge are less able to engage in instrumental help-seeking, which lowers engagement. It is advised that teachers increase student participation in learning by reducing cognitive burden.

Schulz et al., (2020) found in his study that in two first-grade classrooms serving both students with and without disabilities, this study examined the impact of low-tech (hand raising) and high-tech (clickers) active student responding modalities on student classroom behavior during whole-group English language arts instruction. To assess the effects of combining high-tech and low-tech modalities on academic responding, disruptive behavior, and accuracy of responding among four teacher-nominated kids in two classrooms, the authors coupled an ABAB reversal design with an alternating treatments design. According to the study's findings, clickers, and response cards both increased student academic performance and reduced disruptive conduct. Additionally, all participants' accuracy of answer was comparable under the conditions of response cards and clickers.

Carlsson et al., (2015), use conditionally random variation in the date Swedish males take a battery of cognitive tests in preparation for military duty to determine the causal relationship between education and cognitive skills. Additional ten days of classroom training increases the results on measures of crystallized intellect (synonyms and technical comprehension exams) by around 1% of a standard deviation, whereas an additional ten days of non-school time has essentially no impact. However, test results for fluid intelligence (spatial and logical assessments) do not improve with more school days but do slightly improve with age.

The purpose of the current study by Akpur, (2021) is to determine whether class participation among university students is a major predictor of English language proficiency as well as their opinions on class participation and academic accomplishment. 2013 university students in total (813 females, or 40.3 %, and 1200 males, or 59.7 %), participated in the study's quantitative component, which used a sequential mixed method design. The institution's English Proficiency Exam (EPE) and course participation grade (CPG) criteria were employed as the data collection methods. A focus group interview with seven participants' material was used to analyze the qualitative data. The results revealed a positive and significant link between academic success and CPG. In line with the quantitative statistics, the qualitative data also showed that class participation has a significant impact on academic attainment.

Overall, it can be said that class participation is an important factor in fostering motivation, self-confidence, and consequently academic accomplishment. Identifying and outlining the factors that affect accomplishment is also very beneficial. According to the results of the current study, class participation is a significant factor that significantly affects the idea of achievement.

Previous study of Khojasteh et al., (2015), The association between students' perceptions of participation and gender, the type of English course they were taking, and how EFL students view participation grade were also determined. Additionally, it was determined how Iranian students perceive class participation. The participants were 189 randomly chosen graduate students from Shiraz University of Medical Sciences' medical and paramedical faculties who responded to a modified questionnaire on attitudes regarding class participation. The findings showed that not only do students lack motivation, but

professors and course instructors also significantly contribute to this lack of interest. Although the results of the study also indicated that overall, students are not motivated enough to even care about their class participation or whether it is graded or not, there is a wealth of evidence in the literature that suggests that the course instructors play a significant role in either encouraging or discouraging the students to participate in class activities. Additionally, pedagogical implications are given; specific actions should be made to boost student motivation and trust. University course teachers must make their students feel valued by employing more verbal and nonverbal cues, which will motivate them to participate in class.

The usage of educational technologies may support productive learning settings and contribute to students' achievement, according to the evidence. The following mixed-methods study looked at how Top Hat affected undergraduate students' engagement, sense of belongingness, and self-confidence in a blended learning setting at a Canadian post-secondary university. Students' involvement, sense of belongingness, and self-confidence were evaluated before and after the Top Hat-based course in survey research. The findings indicate a reduction in participation but a considerable gain in belongingness and self-confidence according to Spencer et al. (2020) On the other hand, focus groups showed that wearing Top Hat might enhance the entire learning process. Limitations and suggestions for the future are presented.

Tobisch et al. (2022) found in his study that in comparison to kids with immigrant backgrounds and poor social status, the results demonstrated less arousal when establishing an opinion of pupils without such backgrounds. This might mean that information processing is more automated for non-immigrant pupils with high status and more controlled for immigrants with low status.

This study by Shaheen et al. (2014) provides information on the impact that a supportive school environment has on children' emotional health and bullying behavior to policy makers, health experts, parents, teachers, and school administrators. Students who felt that their school had a pleasant climate also said that they had better emotional health and engaged in less bullying behavior than other pupils. This emphasizes how important it is to create intervention programs that target bullying behavior and the school environment. It should be a priority to create school policies that promote kids' mental health and stop bullying. The work of school counselors should be stepped up to raise awareness among teachers, students, and parents about the prevalence of poor emotional health and bullying as well as its long-term negative effects.

Previous study of Ake-little et al. (2020), also explained the results indicate that, when accounting for student race, gender, and academic discipline within the same model, the effect of class size is not uniform and, in fact, rather varied after correcting for instructor experience. We address the potential causes of these inconsistent results and how they can affect program policy and instructional strategy. Lastly, we go over the present study's weaknesses and how future research might address them.

The findings in the study, learning styles of preservice music teachers indicate that preservice music teachers exhibit a reasonable level of proficiency in all learning styles, and that there are notable disparities between their learning preferences and those of their students' genders, grades, universities, and career trajectories. As study by Topoglu (2022) emphasize the findings were reviewed in the context of the literature, and recommendations were given.

METHODOLOGY

Research design

The researcher used a descriptive survey method of research, with a set of questionnaires that were filled out by grade students in Unson National High School. The grade 9 population and a stratified random sampling selection were employed to determine the study's respondents. Online research, surveys, and document analysis were all part of the data collection process. The study focused on the perception on

transition to face-to-face classes its influences on the students' readiness in physical education. The researcher believes that the descriptive method is appropriate for determining the current condition in the study. Descriptive statistics were used to answer the research questions, and to test hypothesis or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the ways things are. To administer the questionnaire, a written request will be sent to the School Head for permission to distribute the questionnaire, requesting their full participation and honest feedback on the study. The principal aims in employing the descriptive method are to describe the nature of situations as they exist at the time of study and to explore the causes of phenomena.

Respondents of the study

This study involved two hundred (200) grade 9 students in Unson National High School who are enrolled this academic year of 2022-2023. The following table shows the distribution of respondent public schools.

UNSON NATIONAL HIGH SCHOOL (Grade 9 Sections)	Sample
M.Aquino	37
G. Silang	36
J.Escoda	36
T.Alonzo	36
T. Magbanua	55
Total	200

As can be seen from the table, the researcher focused on the thirty-seven (37) students of M. Aquino, thirty-six (36) students of G. Silang, thirty-six (36) students of J.Escoda, thirty-six (36) students of T. Alonzo, fifty-five (55) students of T. Magbanua overall desired number of two hundred (200) available grade 9 students in Unson National High School as respondents of the study and as a great source to answer given problems in this research.

Sampling Technique

The researcher uses a set of questionnaires which composed of two parts. The first part of the questionnaire were the independent variables which consist of students' demographic profile such as age, sex, section and socioeconomic status and perception on transition to face-to-face classes such as social status, emotional health, class size and learning style. On the other hand, the dependent variable is it's influences on the students' readiness of consists of prior knowledge, classroom behavior, cognitive skills, class participation, and sense of belongingness.

Researcher use stratified random sampling when they want to access differs from simple random sampling, which involves the random selection of data from an entire population, so each possible sample is equally likely to occur. In this case grade 9 students in Unson National High School had an equal chance of being selected as a participant in this study. Stratified random sampling is one common method that is used by researchers because it enables them to obtain a sample population that best represents the entire population being studied, making sure that each subgroup of interest is represented.

Research instrument

The questionnaire was used as the main data-gathering tool. The instrument is consisted of the three sections which are as follows:

Section I – for the profile of the respondents.

Section II – for the perception on transition to face-to-face classes such as social status, emotional health, class size and learning style.

Section III – for the influences on the students' readiness in physical education consists of prior knowledge, classroom behavior, cognitive skills, class participation, and sense of belongingness.

Below are the scale, range, and interpretation of the responses on the perception on transition to face-to-face classes its influences on the students' readiness in physical education. The Likert Scale is used for the interpretation of the corresponding values guided in interpretation of data gathered from the survey checklist.

Rating Scale Perception on Transition to face-to-face classes Scales Influences on the students' readiness in physical education

Rating	Scale	Perception on Transition to face-to-face classes		Scales	Influences on the students' readiness in physical education	
		Description	Interpretation		Description	Interpretation
5	4.20-5.00	Strongly Agree	Extremely important	4.20-5.00	Strongly Agree	Extremely important
4	3.40-4.19	Agree	Moderately important	3.40-4.19	Agree	Moderately important
3	2.60-3.39	Neutral	Somewhat important	2.60-3.39	Neutral	Somewhat important
2	1.80-2.59	Disagree	Slightly important	1.80-2.59	Disagree	Slightly important
1	1.00-1.79	Strongly Disagree	Not at all important	1.00-1.79	Strongly Disagree	Not at all important

Research Procedure

The gathering process began by making self-administrated questionnaire consisted of questions relating to perception on transition to face-to-face classes its influences on the students' readiness in physical education. Upon the approval by the thesis adviser, the questionnaire was administered to the respondents by asking permission from Unson National High School in Pagsanjan district. Upon approval of the said request, copies of the questionnaire were distributed to the respondents.

Data gathering was done during the academic year of 2022-2023. The respondents were oriented first in the objectives of the study and then on the parts and the mechanics of the questionnaire so that honest and complete answers can be obtained. The data were gathered then collected and presented in tabular form for interpretation.

Statistical Treatment of Data

After the collection of data from two hundred (200) grade 9 students in Unson National High School, the data were tallied, tabulated, and analyzed using the formula for weighted mean, standard deviation, Kendall tau Rank Correlation was used to examine the inferences of this research. This study determined the percentage of the responses that were given by the students as regards to students' profile

such as age, sex, section and socioeconomic status and perception on transition to face-to-face classes such as social status, emotional health, class size and learning style. On the other hand, the dependent variable is its influences on the students' readiness in physical education consists of prior knowledge, classroom behavior, cognitive skills, class participation, and sense of belongingness.

The formula for weighted mean and standard deviation was used for the responses in knowing the students' readiness. The measure of influences of perception on transition to face-to-face classes its influences on the students' readiness in physical education was described using the formula of Kendall tau Rank Correlation.

RESULT AND DISCUSSION

Level of Students' Perception on Transition to Face-to-Face Classes

The students' level of perception on transition to face-to-face classes was gauged based on their social status, emotional condition, class size, and learning style.

The table 1 shows the level of perception on transition to face-to-face classes in terms of social status.

Table 1. Level of Perception on Transition to Face-to-Face Classes as to Social Status

The students perceived that the perception on transition to face-to-face classes, based on social status, was highly favorable as they can smile whenever they were with their classmates ($M=4.37$, $SD=0.711$). They find the transition favorable as they can devote enough time outside ($M=4.10$, $SD=0.818$) and inside the classroom ($M=4.08$, $SD=0.772$), get compliments by classmates when reciting in class ($M=4.02$, $SD=0.740$) and share their personal experiences ($M=3.81$, $SD=0.813$).

The overall mean of 4.07 indicates that the students perceived that the perception on transition to face-to-face classes based on social status was favorable. This means that the students find the new set up as encouraging. They find it positive when they can mingle with classmates inside or outside the classroom.

In school, I always ...	Mean	S.D.	Verbal Interpretation
1. Get compliments from my classmates when I answer in class.	4.02	0.740	Favorable
2. Socialize when I'm with my classmates.	4.37	0.711	Highly favorable
3. Share my personal experience in the classroom.	3.81	0.813	Favorable
4. Devote enough time inside the classroom.	4.08	0.772	Favorable
5. Devote enough time outside the classroom.	4.10	0.818	Favorable
Overall Mean	4.07		Favorable

Legend:

4.20 – 5.00 *Highly Favorable*

3.40 – 4.19 *Favorable*

2.60 – 3.39 *Moderately Favorable*

1.80 – 2.59 *Less Favorable*

1.00 – 1.79 *Not at all Favorable*

The result was supported by Ivy Panda, (2019) who states that social interaction plays a vital role with regards to learning. Most people have gained while at school through sharing of their problems with their classmates or teachers. It ensures that the positive changes are infused so as to enhance the student's individual development. The students usually feel free to share ideas with others and thus they can discuss about anything.

The second table shows the level of perception on transition to face-to-face classes in terms of emotional condition.

Table 2. Level of Perception on Transition to Face-to-Face Classes as to Emotional Health

As projected in the table, the level of perception on transition to face-to-face classes as to emotional health was highly favorable because students feel an increase of their self-worth, improves their confidence in physical education ($M=4.24$, $SD=0.757$), and feels good about themselves ($M=4.23$, $SD=0.753$). They also find the transition favorable as they feel improvement on their ability to talk with someone about their emotional concerns and share their feelings to other ($M=4.12$, $SD=0.799$). Another reason is that they have a strong support network such as people in their life that care about them ($M=4.11$, $SD=0.721$), and feel content most of the time ($M=4.01$, $SD=0.737$).

The overall mean of 4.14 reveals that the perception of the students to face-to-face classes as to emotional condition was favorable. This means that going back to school makes them feel better and happier.

I feel ...	Mean	S.D.	Verbal Interpretation
1. Good about myself.	4.23	0.753	Highly favorable
2. Having strong support from people around me.	4.11	0.721	Favorable
3. Content most of the time.	4.01	0.737	Favorable
4. The increase of my self-worth, and it improves my confidence in physical activity.	4.24	0.757	Highly favorable
5. The improvement of my ability to talk with someone about my emotional concerns and share my feelings to others.	4.12	0.799	Favorable
Overall Mean	4.14		Favorable

Legend:4.20 – 5.00 *Highly Favorable*3.40 – 4.19 *Favorable*2.60 – 3.39 *Moderately Favorable*1.80 – 2.59 *Less Favorable*1.00 – 1.79 *Not at all Favorable*

The discussion of Dr. Chris Drew (2022) supported the result. He states that positive emotions can help a student engage with learning longer because they stay motivated. Emotions during learning also impact their feelings toward education (psychological impact). If they have positive experiences, they are more likely to enjoy their schooling and develop a love of learning. Emotions can also make group work run much more smoothly (social impact). However, they need to keep in mind that learning sometimes requires confusion and frustration when they are learning difficult but necessary concepts (cognitive impact).

The next table, table 3, shows the level of perception on transition to face-to-face classes in terms of class size.

Table 3. Level of Perception on Transition to Face-to-Face Classes as to Class Size

As shown in table, the level of perception on transition to face-to-face classes as to class size was highly favorable. The size of their classroom is ideal for learning ($M=4.45$, $SD=0.707$), the number of students fits each classroom ($M=4.42$, $SD=0.682$), their classroom is fitted for face-to-face onsite learning ($M=4.37$, $SD=0.696$), they have a spacious classroom for discussion ($M=4.31$, $SD=0.629$), and the classroom has sufficient space for learning ($M=4.26$, $SD=0.718$).

The overall mean on the level of perception on transition to face-to-face classes as to class size was 4.36. It was interpreted as Highly Favorable. This result means that the classrooms of the students are ready for the face-to-face classes.

In our classroom...	Mean	S.D.	Verbal Interpretation
1. The size of our classroom is ideal for learning.	4.45	0.707	Highly favorable
2. We have a spacious classroom for discussion.	4.31	0.629	Highly favorable
3. The classroom has sufficient space for learning.	4.26	0.718	Highly favorable
4. The classroom is fitted for face-to-face onsite learning.	4.37	0.696	Highly favorable
5. The number of students fits each classroom.	4.42	0.682	Highly favorable
Overall Mean	4.36	Highly Favorable	

Legend:4.20 – 5.00 *Highly Favorable*3.40 – 4.19 *Favorable*2.60 – 3.39 *Moderately Favorable*1.80 – 2.59 *Less Favorable*1.00 – 1.79 *Not at all Favorable*

The result was supported by Bethel University Online (2019) they state that having a smaller class size, students feel more comfortable with all their peers and their teacher, they'll likely feel more relaxed engaging and asking questions. This can make it less likely for a student to fall behind and encourage them to become more engaged in their learning.

The table below shows the level of perception on transition to face-to-face classes as to leaning style.

Table 4. Level of Perception on Transition to Face-to-Face Classes as to Learning Style

The table shows students' level of perception on transition to face-to-face classes as to learning style. They perceived it as highly favorable as they always learn best in class when they can participate in related activities ($M=4.45$, $SD=0.685$), prefer to learn by doing exercises and drills ($M=4.27$, $SD=0.661$), learn a new skill by watching someone demonstrate it rather than listen ($M=4.23$, $SD=0.712$), and remember things they heard in the class better than the things they have read ($M=4.20$, $SD=0.657$). Students also find it favorable as they always read out loud when reading a textbook ($M=4.17$, $SD=0.742$).

The overall mean of the students' level of perception to face-to-face classes as to learning style was 4.26 and was interpreted as Highly Favorable. This means that students learn best when they are actively participating in the classroom. They can acquire more knowledge if they do it hands on and all their senses are involved.

As a student, I always ...	Mean	S.D.	Verbal Interpretation
1. Prefer to learn by doing exercises and drills in the class.	4.27	0.661	Highly favorable
2. Remember things I have heard in the class better than the things I have read.	4.20	0.657	Highly favorable
3. Learn best in class when I can participate in related activities.	4.45	0.685	Highly favorable
4. Find it useful to read out loud when reading the textbook.	4.17	0.742	Favorable
5. Learn a new skill by watching someone demonstrate the skill rather than listen.	4.23	0.712	Highly Favorable
Overall Mean	4.26	Highly Favorable	

Legend:4.20 – 5.00 *Highly Favorable*3.40 – 4.19 *Favorable*2.60 – 3.39 *Moderately Favorable*1.80 – 2.59 *Less Favorable*1.00 – 1.79 *Not at all Favorable*

Nulsen et. al (2018) supported the result as they concluded on their study that learning styles are useful to help students and educators understand how to improve the way they learn and teach, respectively. Determining students' learning styles provides information about their specific preferences. Understanding learning styles can make it easier to create, modify, and develop more efficient curriculum and educational programs. It can also encourage students' participation in these programs and motivate them to gain professional knowledge.

Level of Students' Readiness in Physical Education

The level of students' readiness in physical education was appraised based on their prior knowledge, classroom behavior, cognitive skills, class participation, and sense of belongingness.

The fifth table shows the level of students' readiness based on their prior knowledge.

Table 6. Level of Students' Readiness based on Prior Knowledge

As presented in the table, the students level of readiness based on their prior knowledge is highly ready as they made connections between new and previous knowledge ($M=4.38$, $SD=0.698$), set their learning goals before they proceed with their new lesson ($M=4.29$, $SD=0.669$), take action in account in their previous knowledge depending to plan the activities based their level ($M=4.25$, $SD=0.684$), and apply their previous knowledge depending on the type of activity that is assigned to them ($M=4.19$, $SD=0.643$). Students are also ready as they use easily answer the set questions using their prior knowledge ($M=4.14$, $SD=0.714$).

The overall mean of the level of student's readiness based on prior knowledge was 4.25, interpreted as highly ready. This means they know the importance of having prior knowledge and using it in understanding the new lesson more.

As a student, I always ...	Mean	S.D.	Verbal Interpretation
1. Made connections between new and previous knowledge.	4.38	0.698	Highly ready
2. Set my learning goals before I proceed to our new lesson.	4.29	0.669	Highly ready
3. Apply my previous knowledge depending on the type of activity that is assigned to us.	4.19	0.643	Ready
4. Take action into account in my previous knowledge to plan the activities based on my level.	4.25	0.684	Highly ready
5. Use my prior knowledge in answering set of questions.	4.14	0.714	Ready
Overall Mean	4.25		Highly Ready

Legend:4.20 – 5.00 *Highly Ready*3.40 – 4.19 *Ready*2.60 – 3.39 *Moderately Ready*1.80 – 2.59 *Less Ready*1.00 – 1.79 *Not at all Ready*

The result was supported by Trickey (2021) stated that prior knowledge has long been considered the most important factor influencing learning and student achievement.

The amount and quality of prior knowledge positively influence both knowledge acquisition and the capacity to apply higher-order cognitive problem-solving skills. Teacher's increase the likelihood that their students will be able to recall and use what they teach by helping them engage their prior knowledge and connect new information to their prior understanding.

The next table shows that level of students' readiness based on classroom behavior.

Table 6. Level of Students' Readiness based on Classroom Behavior

As presented on the table, the students are highly ready on transition to face-to-face classes based on their classroom behavior. This is because they always involve themselves in establishing rules and procedures in their classroom ($M=4.31$, $SD=0.675$), make sure that they are aware of the consequences for their misbehavior ($M=4.30$, $SD=0.700$), and provide positive reinforcement to their fellow classmates for appropriate behavior ($M=4.29$, $SD=0.645$). Students also use their free class time to reflect on appropriate behavior with their classmates as a group ($M=4.27$, $SD=0.698$), and inform each other about classroom expectations ($M=4.14$, $SD=0.688$).

The overall mean of the level of students' readiness based on classroom behavior was 4.26. It was interpreted as Highly Ready. This means that students know the dos and don'ts in the classroom. They are aware of the results of their misbehavior and help each other for their own betterment.

As a students, I always ...	Mean	S.D.	Verbal Interpretation
1. Involve myself in establishing rules and procedures in our classroom.	4.31	0.675	Highly ready
2. Provide positive reinforcement to my fellow classmates for appropriate behavior.	4.29	0.645	Highly ready
3. Use free class time to reflect on appropriate behavior with my classmates as a group	4.27	0.698	Highly ready
4. Make sure that we are aware of consequences for our misbehavior (e.g. loss of break time, extra classroom time)	4.30	0.700	Highly ready
5. Inform my classmates about my classroom expectations.	4.14	0.688	Ready
Overall Mean	4.26	Highly Ready	

Legend:

4.20 – 5.00 *Highly Ready*

3.40 – 4.19 *Ready*

2.60 – 3.39 *Moderately Ready*

1.80 – 2.59 *Less Ready*

1.00 – 1.79 *Not at all Ready*

Teachtci (2018) supported the results as they stated that students are more engaged and attentive in class, they learn and retain more important information, they grow personally and emotionally, they experience more positive social interactions, and they are more likely to achieve academic success both in their current school and in future educational endeavors

The table 7 shows the level of students' readiness based on their cognitive skills.

Table 7. Level of Students' Readiness based on Cognitive Skills

According to the table below, the level of students' readiness in terms of their cognitive skills is highly ready as they think communication, discussion, or debates with their classmates and the teacher are

important ($M=4.35$, $SD=0.663$), kinds of activities that requires participation inspires them to create their own solutions ($M=4.29$, $SD=0.668$), activity given by the teacher tests their capacity to resolve challenges ($M=4.25$, $SD=0.678$). Students also think explanation sessions and the information provided by their teacher assisted them in solving their inquiries ($M=4.24$, $SD=0.725$), and problem solution itself is significant to their achievement ($M=4.23$, $SD=0.668$).

The overall mean of the level of students' readiness in terms of cognitive skills is 4.27 and revealed as highly ready. This means that students know the importance of explanation, discussion and solving problems.

I always think the...	Mean	S.D.	Verbal Interpretation
1. Problem solution itself is significant to achievement.	4.23	0.668	Highly ready
2. Kinds of activities that requires participation inspires me to create my own solutions.	4.29	0.668	Highly ready
3. Development of this activity which given by my teacher tests my capacity to resolve these kinds of challenges.	4.25	0.678	Highly ready
4. Explanation sessions and the information provided by my teacher assisted me in solving my inquiries.	4.24	0.725	Highly ready
5. Communication, discussions or debates with my classmates and the teacher are important.	4.35	0.663	Highly ready
Overall Mean	4.27	Highly Ready	

Legend:

4.20 – 5.00 *Highly Ready*

3.40 – 4.19 *Ready*

2.60 – 3.39 *Moderately Ready*

1.80 – 2.59 *Less Ready*

1.00 – 1.79 *Not at all Ready*

The result was supported by Morin (2020) as she stated that children should be able to improve their ability to focus, to remember information and think more critically as they age. Cognitive skills allow children to understand the relationships between ideas, to grasp the process of cause and effect and to improve their analytical skills. All in all, cognitive skill development not only can benefit your child in the classroom but outside of class as well.

The next table, table 8, shows that level of students' readiness based on class participation.

Table 8. Level of Students' Readiness based on Class Participation

As presented in the table, the level of students' readiness based on their class participation is highly ready. The students ensure that they feel happy joining in with classroom discussions ($M=4.51$, $SD=0.650$), believe in the involvement of students in the teaching and learning process ($M=4.41$, $SD=0.674$), listen well and don't get easily distracted ($M=4.36$, $SD=0.657$). Students feel like they can contribute in class and their ideas matter ($M=4.24$, $SD=0.689$), and also express their ideas well when they speak ($M=4.21$, $SD=0.699$).

The overall mean of 4.34 reveals that the level of students' readiness based on their class participation is Highly Ready. This means that students enjoy participating and sharing ideas and expressions with the class.

As a student, I ensure that...	Mean	S.D.	Verbal Interpretation
1. I listen well and I don't get easy distracted.	4.36	0.657	Highly ready

2. I feel happy joining in with classroom discussions.	4.51	0.650	Highly ready
3. I express my ideas well when I speak.	4.21	0.699	Highly ready
4. I believe in the involvement of students in the teaching & learning process.	4.41	0.674	Highly ready
5. I feel like I can contribute in class and my ideas matter.	4.24	0.689	Highly ready
Overall Mean	4.34	Highly Ready	

Legend:4.20 – 5.00 *Highly Ready*3.40 – 4.19 *Ready*2.60 – 3.39 *Moderately Ready*1.80 – 2.59 *Less Ready*1.00 – 1.79 *Not at all Ready*

The study of Aziz et. al (2018) supported the results. Based on their findings, motivation is an important factor which influenced girls more than boys. Self-esteem enhances classroom participation of boys more as compared to girls. Teachers, parents and peers and curriculum are important external factors which support boy's classroom participation more than girls who in the turn more influenced by classroom environment. Seating position had same effect on classroom participation of both genders. Results report that internal factors of classroom participation are positively associated with external factors.

The table below shows that level of students' readiness in terms of sense of belongingness.

Table 9. Level of Students' Readiness based on Sense of Belongingness

As shown in the table, students' level of readiness based on sense of belongingness is highly ready. They feel belonged in class ($M=4.55$, $SD=0.656$), accepted by their classmates ($M=4.43$, $SD=0.630$), connected with their classmates ($M=4.35$, $SD=0.699$), and included in the classroom environment ($M=4.34$, $SD=0.682$). Students also feel that their classmates are concerned about them ($M=4.08$, $SD=0.753$), which means they are ready.

The overall mean of students' readiness in terms of sense of belongingness is 4.35. It was interpreted as Highly Ready. This means that students feel that they accepted by their classmates and are included in every discussion and decision making they make.

I feel ...	Mean	S.D.	Verbal Interpretation
1. Accepted by my classmates.	4.43	0.630	Highly ready
2. Belonged in class.	4.55	0.656	Highly ready
3. Connected with my classmates.	4.35	0.699	Highly ready
4. That my classmates are concerned about me.	4.08	0.753	Ready
5. Included in the classroom environment.	4.34	0.682	Highly ready
Overall Mean	4.35	Highly Ready	

Legend:4.20 – 5.00 *Highly Ready*3.40 – 4.19 *Ready*2.60 – 3.39 *Moderately Ready*1.80 – 2.59 *Less Ready*1.00 – 1.79 *Not at all Ready*

The result was supported by Gray (2021) who stated that students who feel a sense of belonging at school are typically more energized, more likely to spend time on-task and return to activities, and

more likely to choose to be in the school environment. When students feel a sense of belonging in the classroom, it can increase their educational success and motivational outcomes in multiple ways, and teachers can help create this feeling of belonging by building connections between classroom and community.

The influence of the students' perception on the transition to face-to-face classes on their level of readiness in Physical Education is shown in Table 10.

Influence of Students' Perception on Transition to Face-to-Face Classes on their Readiness in Physical Education

The students' perception on the transition to face-to-face classes based on social status had significant influences on their prior knowledge ($T_b=0.418$, $p=0.000$), classroom behavior ($T_b=0.379$, $p=0.000$), cognitive skills ($T_b=0.472$, $p=0.000$), class participation ($T_b=0.475$, $p=0.000$), and sense of belongingness ($T_b=0.481$, $p=0.000$). The computed Kendall tau Rank Correlation were all positive and ranged from weak to moderate.

This means that as the students feel favorable about being complimented and able to share their experiences they tend to enjoy and participate more in classroom discussions and use their prior knowledge. Their sense of belongingness boosts as they are positive when they interact with their classmates in and outside the classroom. This makes learning in Physical education more interesting, as they were able to communicate and connect with one another and apply prior knowledge with new learnings.

It is interesting to note that the students' perception on the transition to face-to-face classes based on emotional condition had significant influences on their prior knowledge ($T_b=0.454$, $p=0.000$), classroom behavior ($T_b=0.383$, $p=0.000$), cognitive skills ($T_b=0.460$, $p=0.000$), class participation ($T_b=0.437$, $p=0.000$), and sense of belongingness ($T_b=0.437$, $p=0.000$). The computed Kendall tau Rank Correlation were all positive and ranged from weak to moderate.

Students that feel good and contented about themselves can feel accountable in their previous knowledge in planning the activities based on their own level. They also have strong support group which can make them feel included in the classes. Students having Physical Education classes participate actively as they have that confidence they need in any physical activities.

There were significant influences of the students' perception on the transition to face-to-face classes based on class size on their level of readiness in Physical Education as to prior knowledge ($T_b=0.407$, $p=0.000$), classroom behavior ($T_b=0.368$, $p=0.000$), cognitive skills ($T_b=0.314$, $p=0.000$), class participation ($T_b=0.364$, $p=0.000$), and sense of belongingness ($T_b=0.344$, $p=0.000$). The computed Kendall tau Rank Correlation were all positive and ranged from weak to moderate.

Table 10. Influence of Students' Perception on Transition to Face-to-Face Classes on their Readiness in Physical Education

Transition to Face-to-Face Classes		Readiness in Physical Education				
		Prior Knowledge	Classroom Behavior	Cognitive Skills	Class Participation	Sense of Belonginess
Social Status	T_b -value	0.418	0.379	0.472	0.475	0.481
	p-value	0.000	0.000	0.000	0.000	0.000
	Analysiss	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>
Emotional Condition	T_b -value	0.454	0.383	0.460	0.437	0.437
	p-value	0.000	0.000	0.000	0.000	0.000

	Analysi s	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>
Class Size	T _b -value	0.407	0.368	0.314	0.364	0.344
	p-value	0.000	0.000	0.000	0.000	0.000
	Analysi s	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>
Learning Style	T _b -value	0.559	0.478	0.501	0.477	0.349
	p-value	0.000	0.000	0.000	0.000	0.000
	Analysi s	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>

Degree of Correlation: $\pm 0.80 - \pm 1.00$ *Very strong* $\pm 0.60 - \pm 0.79$ *Strong* $\pm 0.40 - \pm 0.59$ *Moderate* $\pm 0.20 - \pm 0.39$ *Weak* $\pm 0.00 - \pm 0.19$ *Very weak*

This means that having a spacious classroom can make learning in Physical Education more productive. The number of students in each class are just enough for them to learn better and to interact with one another. Students can also focus, participate, and comprehend more.

Significant influences of the students' perception on the transition to face-to-face classes based on learning style were established with their level of readiness in Physical education in terms of prior knowledge (T_b=0.559, p=0.000), classroom behavior (T_b=0.478, p=0.000), cognitive skills (T_b=0.501, p=0.000), class participation (T_b=0.477, p=0.000), and sense of belongingness (T_b=0.349, p=0.000). The computed Kendall tau Rank Correlation were all positive and ranged from weak to moderate.

The result implies that students learn more by doing the activity rather than just reading. They can apply and remember more their prior knowledge as they recall more the things they have heard, watched, and did. Students participate actively in Physical Education class as they feel happy being involved in teaching and learning process.

Based on the findings and analysis of data shown in the study, the level of students' perception based on social status, emotional health, class size, and learning style had significant influences on their level of readiness in Physical Education in terms of prior knowledge, classroom behavior, cognitive skills, class participation, and sense of belongingness.

CONCLUSION

Based on the stated findings, the following are the list of conclusions of this research.

1. There are significant influences on the level of students' perception based on social status, emotional health, class size, and learning style.
2. There is significant influence on the level of students in physical Education in terms of prior knowledge, classroom behavior, cognitive skills, class participation, and sense of belongingness.
3. The level of students' perception based on social status, emotional health, class size, and learning style had significant influences on their level of readiness in Physical Education in terms of prior knowledge, classroom behavior, cognitive skills, class participation, and sense of belongingness.

In consequence of the above – mentioned list, the researcher concludes that the hypotheses of this research are partially supported by the findings.

RECOMMENDATIONS

The findings and conclusions above provide the pieces of information that can either be used or acted upon by junior high school students, PE teachers and future researchers alike. Hence, the author of this research recommends the following.

1. To junior high school students, no matter where they live, what school they attend, what grade they are in, or any other personal traits they may have, they should take part in physical education and fulfill the recommendation of getting involved in a variety of PE class activities, including written and performance tasks.
2. For PE teachers to be more effective and productive, they must employ teaching methods that encourage student participation and possess the fortitude to persevere no matter what challenges they face.
3. To have more reliable results since the study only cater on the readiness of Grade 9 students it may also be necessary to explore and examine the perception of other grade level in future research endeavors in this area. This would provide a more holistic understanding about perception on transition to face-to-face classes its influences on the students' readiness in physical education. Also, increase the sample size of the respondents to obtain a more reliable and robust results.

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