

Lived Experiences of Students on Crafting Outputs in Group Performance-Based Task in Physical Education

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ABSTRACT

This study aimed to investigate the experiences of students in group performance-based tasks in Physical Education. In addition, this study also wanted to know the strategies and coping mechanisms of the students employed and their insights regarding group performance-based tasks in Physical Education. This study involved fourteen (14) students, seven (7) of the 14 participants were subjected to an in-depth interview (IDI), while the remaining seven (7) took part in a focus group discussion (FGD). Purposive sampling was used to select participants; data were gathered through in-depth interviews and focus group discussions. The results revealed seven (7) major themes of the participants' experiences: observation of strengthened and happy relationships among groupmates; struggles in time management; observation to uncooperative members; over-reliance on leaders; difficulties in maintaining discipline among members; conflicts in group dynamics; and issues in mental health. Moreover, the participants showcased their strategies and coping mechanisms from the six (6) major themes that emerged including: exercising proper time management; distributing tasks and assignments; extending patience to groupmates; maintaining good communication; establishing support system; and motivating groupmates. Lastly, the participants shared their insights that revealed five (5) major themes: teachers' instruction and management in group tasks; inculcate the value of teamwork; valuing inclusivity and good communication; cultivate good values in engaging group tasks; and provide learners with skill development activities. Regardless of the difficulties presented by group performance-based tasks in physical education, students worked together to overcome and explore different approaches to develop achievable and efficient ways that improve the implementation and more comprehensive understanding of physical education concepts.

Keywords:- Education, Group Performance-Based Task, Physical Education, Phenomenological Inquiry, Experience, Group Works, Qualitative Research, Tagum City Division, Davao Del Norte.

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TABLE OF CONTENTS

	Page
• TITLE PAGE	390
• APPROVAL SHEET	391
• ABSTRACT	392
• ACKNOWLEDGMENT	393
• TABLE OF CONTENTS	394
• CHAPTER 1: INTRODUCTION	395
A. Purpose of the Study	395
B. Research Questions	396
C. Theoretical Lens	396
D. Scope and Limitations	396
E. Importance of the Study	396
F. Definition of Terms	397
G. Organization of the Study	397
• CHAPTER 2: REVIEW OF RELATED LITERATURE	398
• CHAPTER 3: METHODOLOGY	402
A. Research Design	402
B. Research Participants	402
C. Role of the Researcher	402
D. Data Sources	403
E. Data Collection Procedure	404
F. Data Analysis	404
G. Trustworthiness of the Study	405
H. Ethical Considerations	406
• CHAPTER 4: RESULTS	410
• CHAPTER 5: DISCUSSIONS	426
➤ Implications for Teaching Practice	432
➤ Recommendations for Further Research	432
➤ Concluding Remarks	433
• REFERENCES	434
• APPENDICES	440
A. Letter of Permission	440
B. Informed Consent Form /Parents' Consent/ Informed Assent	455
C. Validation Sheets	463
D. Ethics Clearance	466
E. Participants Certification	467
F. REC Endorsement for Final Defense	480
G. Editors Certification	481

CHAPTER ONE INTRODUCTION

The use of performance task assessment is vital to improve both the quality of teaching and to offer students with a meaningful learning experience (Sabijon, 2021). Any learning activity or evaluation that requires students to perform in order to demonstrate their knowledge, understanding, and skill is referred to as a performance task (Moneva et.al, 2020). Further, Forsell et.al. (2021) cited that group works in an educational setting has a favorable impact on the acquisition of academic knowledge, social skills, and the ability to collaborate. However, while the advantages of group work for learning are well recognized and evident, students also have difficulty thinking that one or more of their peers is contributing equally to team projects and activities (Parrish et.al., 2021).

In Cortland, Larson (2022) found out that students struggled to work socially in academic work. The group interactions included partner work and group work. He also noted an indicated patterns of hesitancy and resistance of students to work with groups. Working in groups did not appear to be a motivating factor in academic work, but rather a stressor. Challenges were also encountered in Bangladesh, according to a study, problems arose for the pupils when the group was poorly planned, and the members could not fully contribute (Rahman, 2021). It has been noticed that students encounter difficulties when creating, storming, and carrying out group tasks. They struggle to coordinate and reach each other to settle time. Additionally, a study conducted in Australia discovered that students evaluated their collaboration experiences when working in a large group to be difficult. Disagreements, ineffective communication, and lack of coordination were the main problems faced among the team members, and these obstacles were largely explored in terms of team structure and communication (Chowdhury et.al., 2020). Further, a Norwegian study found that in physical education, it may take kids several weeks to feel comfortable cooperating with one another irrespective of their unique motor, social, cognitive, or emotional issues (Moen et.al., 2020).

In the Philippines, particularly in Bacoor, Torres (2020) found out that students encounter several challenges in groups which may affect the quality of their output. They find it challenging to work with uncooperative members and those with conflicting personalities. In a study in Dasmarinas City, it has also been confirmed that students are challenged regarding the consistency of their groupmates in helping to accomplish the task (De Vera et.al., 2020). Also, a study in Northern Samar found that in PE, students' main complaints were about not having enough practice time because there are differences in the amount of free time among group members and the lack of participating in groups, particularly during extracurricular activities (Obed, 2019).

As a Physical Education teacher in our locality at Tagum City, I have faced numerous complaints from students about how difficult to be with their other classmates during group performance tasks, such as lack of cooperation, inconsistency, and insubordination of their groupmates. In support of this claim, most of the teachers in the research locale spoke about how chaotic and challenging a group performance task can be among students. It caused the students physical and emotional stress in handling diverse groupmates to work together and unite for one goal. Hence, conducting research is critical in the teaching and learning of Physical Education as a problem arises.

There have been similar studies that explained the challenges met in group performance-based assessment. Recent studies include, "Teachers' perceived challenges in group work assessment" (Forsell et.al., 2021) and "Secondary School Teachers' and Students' Perspectives on Cooperative Group Work Assessment Challenges in Ethiopia" (Gedamu et.al., 2020). However, there were no researches accomplished in the Division, particularly in the vicinity of Tagum City relevant on the learners' challenges encountered in group performances in Physical Education. There was a need to undertake the study to connect students' interactions and to serve as a springboard for future advancements in teachers' classroom teaching practices. Additionally, it would assist the students in developing their cooperative abilities in their subsequent interactions in the coming performance-based tasks. Furthermore, this research would take urgent action to correct the current condition.

This study bears great significance, especially to the Physical Education teachers in the locality, because it investigated investigate students' perspectives on the challenges in completing their group performance-based output. This study may contribute to improving the teaching and learning process in Physical Education in the classroom setting. To disseminate the result of the study, I will submit a copy of this research to the Office of the Tagum City Division. I also intend to submit my research work to national and international conferences to make it widely available to a variety of audiences.

A. Purpose of the Study

The purpose of this phenomenological study was to investigate and understand the lived experiences on group performance-based tasks of the Junior High School students in Physical Education in the Division of Tagum City.

At this stage in the research, group performance-based task has been generally defined as a cooperative learning activity or evaluation to show students' understanding, knowledge, and skills.

B. Research Questions

- What are the lived experiences of the students in their group performance-based task in Physical Education?
- How do the students cope with the challenges encountered on performance-based task in Physical Education?
- What insights can students draw from their experiences on the group performance-based task in PE that they can share to others?

C. Theoretical Lens

This study underpinned the cooperative learning theory which refers to the instructional usage of small groups in which students collaborate to maximize their own and each other's learning. (Johnson & Johnson, 1989). Positive interdependence, fostering face-to-face involvement, individual accountability, social skills, and group processing are the five fundamental components of cooperative learning. These components are required to build successful cooperative learning experiences (Johnson et.al., 1991)

In the context of the study, group performance-based tasks allow students to collaborate and learn from one another to maximize learning outcomes. The use of cooperative learning entails a significant impact on group activities especially in Physical Education. It promotes a sense of mutual responsibility, develops interpersonal skills, and provides opportunities for peer feedback and learning. These group activities in PE are fun ways for students to learn to work together.

This study was also supported by Vygotsky's (1980) social constructivism theory in team learning, which asserts that students construct new knowledge from earlier experiences and while collaborating with peers and teachers. He emphasized the significance of student social contact and community in the process of learning and cognitive growth.

In the cognizant of the study, the use of collaborative and social approaches which demands the utilization of group-based activities. In Physical Education, these activities give students the chance to communicate with one another, exchange ideas, and benefit from one another through collaboratively completing performance-based tasks. Social interaction during group activities will allow social development and enhance the learning experiences of all students. This promotes cognitive development by providing individuals with new perspectives and challenging their existing knowledge and beliefs while working in groups.

Another theory that supported the study is the Social Interdependence idea, which emphasizes that the completion of an individual's purpose is influenced by the actions of others. There are two kinds of social interdependence: positive (cooperation) and negative (competition). Positive interdependence happens when people believe they can only achieve their goals if other people with whom they are cooperatively related also achieve their goals. As a result, they support one another's efforts to do so (Deutsch, 1962; Johnson et.al., 2002).

In the context of the study, the concept of the theory can be seen when PE students' ability to learn depends on how they interact with others. The success of the group in developing or completing the task determines how well each group member has participated. It emphasizes that a team member will only succeed in accomplishing a goal if the other team members will succeed as well. This made the group performance-based task difficult for students to accomplish.

D. Scope and Limitation of the Study

This study focused on the experiences of group performance tasks in Physical Education. It concentrated on the Junior High School students in the Division of Tagum City's lived experiences in completing a group performance-based task. The Junior High School students were chosen to participate in this investigation. This study was administered from October to November of the school Year 2023-2024.

The study had a limited pool of participants. Insights from students' experiences with group performance-based tasks were revealed through this study. Thus, due to the small number of participants, this analysis could not be generalized.

E. Importance of the Study

This study may add to the amount of information already in existence. The study's findings may be advantageous to the following organizations:

This study may assist the **students** in identifying the challenges associated with group performance tasks and will present other strategies for directing them through more significant instructional intervention in Physical Education learning. Therefore, engaging students in more enriching activities could improve their understanding of PE.

The **Physical Education teachers** may have the possibility to receive help as they continue to implement cooperative learning in performance-based assessment. The findings of this investigation will be a valuable resource for developing efforts to support our dear teachers in getting past the difficulties they face, particularly with group performance-based assessments in their classes.

The **School Administrators** may gain the most from the findings of this qualitative study because they can utilize the information to give teachers opportunities to learn more about group performance-based assessments and help their teachers with this challenge.

This study may be used as a starting point for potential initiatives by **Department of Education authorities**, in developing local policies for the local system. This would support the division authorities' efforts to implement localized adjustments that are appropriate for the local setting and address the needs of both teachers and students, conferences, and training workshops, for example, can help to improve physical education teaching and learning practices.

For **future researchers**, this may be used as an additional review of related material for future development. It will be highly beneficial for them to understand the underlying obstacles and barriers that students face when completing group performance-based outputs.

F. Definition of Terms

To help readers comprehend the study, the following words were conceptually and operationally defined:

Group Performance-Based Task. This is a collaborative learning exercise in which students collaborate. Students can share duties and responsibilities, pool their knowledge and talents, and help one another (TopHat Glossary, 2020). In this study, it is described as the instructional assessment of the students given by the teacher that should be done in group.

G. Organization of the Study

This study is intended to be completely understandable to the readers. A more detailed description of the study's organization follows:

Chapter 1 addresses the critical problem and phenomenon under study, encompassing the purpose, theoretical lens, and scope and limitations, as well as its importance of the study. Additionally, operational, and technical definitions for the research topics and key terms are provided.

In Chapter 2, pertinent research and literature are highlighted to support the need for investigating the phenomenon. Data for the literature review were gathered from online articles and related studies, establishing a solid foundation for the study's context.

Chapter 3 delves into the research design and methodological approach used in the exploration. It includes the researcher's role, details about research participants, data analysis, data collection methods, discussions on the credibility and trustworthiness of the study, and considerations of ethical issues.

Chapter 4 presents the study's results through a comprehensive analysis of the collected data. Detailed in-depth thematic responses from Individual Depth Interviews (IDI) and Focus Group Discussions (FGD) participants are provided, offering a comprehensive understanding of the study's outcomes.

In Chapter 5, the results are examined considering the major themes drawn from a wide range of previous research projects. To tie the larger implications of the research together, this chapter includes implications for teaching practice, recommendations for future research, and conclusions from the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter offers relevant literature and writing by renowned authors from a variety of sources to support the inquiry into the experiences, gaps, and issues of group performance-based assessments in Physical Education among students. This section will give further information about the subject that was discussed and investigated during the research. This information was obtained from books, newspapers, journals, and reputable websites.

A. Performance-based Task

A performance-based task reveals student understanding of uncovered concepts, abilities, and key ideas through a purpose-driven assessment activity (Villarta, 2021). The inclusion of self-assessment, peer review, portfolio evaluation, and journals in performance-based assessment had a positive effect on the students' general learning (Koné, 2021). Performance-based learning and evaluation widen traditional certainty and skill guidance to produce a fair system. Tasks grow truer and more crucial to the understudies throughout this cycle (Henning et.al., 2004)

Performance-based tasks are compatible with modern educational frameworks, concepts, and standards. Constructivists contend that learning happens when participants give their participation in activities with deeper significance. Performance tasks give students real-world experiences that they can use to build new information while also evaluating their competency (Ernst et.al., 2017).

Additionally, incorporating a performance task into the curriculum is primarily done to aid in the transmission of knowledge. Administering performance-based evaluations to students can serve as an educational tool and perhaps improve students' learning. Additionally, for both the teacher and the students to support the transfer of learning, understanding of the performance task's end purpose is crucial. The thorough planning and execution of the assignments to meet the needs of the students in contexts will therefore determine how well the learning is transferred. Learning can be impacted by how students apply their knowledge and abilities to something significant to them (Petalla et.al., 2021).

On the other hand, performance-based evaluations allow teachers to assess learning areas that traditional tests do not cover. Many conventional examinations do not precisely track students' progress toward the instructor's overall goals for learning. At the secondary level, for example, a physical educator's goal is frequently to guide a learner in a sport or activity (Wildman et.al., 2021).

In contrast with the traditional standardized tests, performance-based assessments allow teachers to measure learning areas that regular examinations do not cover. Many traditional examinations do not precisely track students' progress toward the teacher's ultimate learning objectives. However, while skill assessments may assess a student's ability to do discrete abilities in a relatively restricted (unchanging) context, they do not assess their capacity to apply these skills and "put it all together" (Lund, 2019).

Furthermore, performance-based evaluations improve how teachers teach as well as how effectively their pupils learn. These outcomes included opportunities to foster strong relationships between teachers and students, help students acquire and showcase more advanced educational competencies, social and emotional abilities, and readiness for higher education and employment, and encourage teachers to work with one another to reflect on and change their teaching methods (Maier, 2020).

B. Collaborative Learning in Physical Education

In physical education, cooperative teaching is crucial for encouraging students to actively engage in learning movements and developing physical skills. It also gives them the chance to interact with one another and offer suggestions for how to handle common issues that arise during the lesson (Tu, 2021).

Group activities in physical education have been found to have positive effects on students' executive functions, situational interest, learning, and motor skills. Mentally challenging activities involving physical exercise enhanced executive functioning and raised students' interest in physical education (Athanasios et.al., 2023).

Further, cooperative learning strategies can help children with and without emotional and behavioral disorders achieve both physical education goals and more positive social interactions. The contribution of cognitive and social tasks to learning outcomes in physical education environments has been demonstrated (Nicolosi et.al., 2020)

In physical education classes, it was also discovered that small-sided games and activities were advantageous since they encouraged student learning, equipment engagement, and involvement that felt comfortable. These results emphasize how crucial it is to include group activities in physical education to improve students' development in several areas (David et.al., 2022).

Learning collaboratively or groupwork is a method of learning in which pupils collaborate in small or large groups to achieve a well-defined learning assignment or a common learning objective. It has been demonstrated that small group work, even in big lecture classrooms, improves student performance. It has also been demonstrated that building learning communities across several classrooms has an institutionally positive impact on student outcomes (Rezaei, 2017).

Cooperative learning has been found to boost learning efficiency, physical activity, and motivation when compared to more traditional independent learning methodologies. Previous research into how cooperative learning might be used in physical education classes has yielded positive results, suggesting that cooperative learning is more effective than learning alone or in competition. Cooperative learning is a tried-and-true teaching method that is commonly employed in academic contexts (Yang et al., 2021).

Cognitive evaluations in physical education classrooms can take the form of narratives, verbal reports, or tests with pencil and paper. Test material usually focuses on the rules and strategies of each sport, the evolution of games, and general information about being physically fit; motivation is measured by sports participation, work, acquiring mentality, attendance in class, and so on; and ability level is established by the specific abilities of each sport. The development of sports abilities is a unique emphasis of evaluation techniques used in physical education programs, and this study focused on the teaching of basketball skills (Huang et al., 2022).

Particularly, Physical education lessons place a high priority on physical skills. As a result, while other trials have focused on the use of grouping based on other perspectives, heterogeneous grouping will be based on the use of action skills (Hernandez et al., 2020). It was also mentioned that the cooperative learning technique is employed to teach basketball. It can significantly increase basketball skill performance and knowledge acquisition. Cooperative learning is feasible in this situation and has the potential to improve student performance and grasp of basketball strategy (Ibarra et.al., 2019).

Further, collaboration and cooperation have long been recognized as beneficial, and it is reflected in fitness ability indicators and regularly stressed in essential educational areas. Physical education produces the perfect environment for group learning. The promotion of subject knowledge and problem-solving skills is another benefit of cooperative learning. Physical education, like other subject areas, has long placed a high value on evaluating students' learning outcomes so that improvements may be made, and potential future steps can be further explored (Yang, 2021).

Besides, teachers encourage students to collaborate, learn from one another, exchange resources, and attain goals for learning shared, which not only increases motivation but also promotes improved academic performance. Teachers develop cooperative learning opportunities and group students in a variety of ways. Cooperative learning is a systematic and planned teaching strategy that helps students learn while also improving their social and communication skills (Chettaoui et al., 2020).

C. Group-based Performance Task

Group-based assessments are assignments in which two or more students work together to advance their knowledge, abilities, and skills in a higher learning environment. It is advised that they be included in curricula for higher education since they are crucial for fostering cooperation skills (Tumpa et.al., 2022). Group-based evaluations can be advantageous for both teachers and students in a variety of ways. The use of technology allows academics to efficiently manage vast numbers of students in group-based evaluations. At the same time, group work assessment is characterized as a broad term that encompasses all sorts of critiques, assessments, and evaluation associated with students working in groups. Thus, group work assessment comprises formative and summative evaluations at both the individual and group levels (Forsell, 2020).

Additionally, it has been demonstrated that team-based learning improves topic understanding, team communication and awareness, course engagement, attitudes, self-efficacy, and learning transfer to job performance (Swanson et al., 2019). One of the most well-known benefits of group-based learning is its ability to boost student engagement, encourage diversity and creativity, provide collaborative experiences that simulate real-world work settings, raise the level of job difficulty, and lighten marking responsibilities. As well, the use of small groups for learning has demonstrated significant good effects on students' attitudes toward learning and retention while lowering the emotional stress associated with individual exams (Palego et.al., 2020).

In a study of De Veyra (2020), participants revealed that group activities helped students build trust, friendships, and social connections. Students described their educational experiences in a way that was encouraging, fascinating, and engaging. Thus, it seems promising to apply cooperative learning strategies to assist students in developing their social skills (Larson, 2022).

However, active-learning strategies like group discussions might also make students more anxious, which will negatively affect their academic performance. Thus, if we want to make large classes inclusive, it's critical to give students a variety of options for how they wish to interact with and participate in the classroom (Cooper et al., 2018). However, the benefits of this dynamic learning environment may only be experienced when it is well implemented. Learning can be influenced positively or negatively based on group size, group assignment, and group management by the teacher (Innerdrive, 2022).

Group work has difficulties, such as personalities, attitudes, schedules, and a lack of comprehension of the subject matter, which may inhibit effective group work. Whatever your feelings are towards group projects, being prepared for the challenges can help you collaborate with your peers. (Kokemuller, 2017).

Social loafing as a potential weakness, wherein members of a group may contribute less than others or not at all, depending only on the efforts of others to complete the task. Members who do not participate can often diminish group morale and involvement while impeding the project's completion (Kriesna, 2023). According to Gillies (2022), students who collaborate in groups not only maximize their learning but also benefit from the diverse perspectives and proficiencies of their peers.

Also, disassociation constitutes one of the more prevalent group work issues that everyone encounters. When there are no established goals or a common goal, teams usually become sidetracked. Team members lack motivation since they do not understand their role in the larger picture. Disengagement in teams is frequently caused by a lack of understanding about the team's goals and how they contribute to the organization (Chellapa, 2023).

It is difficult to work in a group. Teamwork will become more important as our work settings become more complex. The issues of trust, proximity, ideal circumstances, self-awareness, and purpose in teams, on the other hand, can begin to be solved if we focus on what connection looks like at every level in teams and the group (Attfield, 2018).

Also, stress is a student's internal and external response to challenging or potentially hazardous circumstances when they engage in group activities. While stress can be a motivator when used appropriately, chronic, or extreme stress can be detrimental to one's mental and physical health (Frietas, 2023). Further, a study revealed that 88.3% of the students experienced moderate to severe stress because of group activity-related stresses. This implies that pupils' overall stress levels are significantly impacted by group activities (Al-Shahrani et. al., 2023).

Moreover, group evaluation is linked to social interdependence and may be beneficial for organizing social interdependence but detrimental for fostering specific responsibility (Meijer et al., 2020). This links toward the prior difficulty of an individual assessment from the point of striking a balance between valid assessment and concurrently fostering group dynamics. Also, the teaching and learning strategy of group work is frequently linked to collaborative learning. The development of learning communities through the utilization of group projects helps students' academic performance and reduces performance gaps between students of various capacities (Cotner, 2022).

Students can acquire knowledge about several different perspectives and concepts through group projects. They will be able to develop their time management and planning skills. Additionally, they will be able to break down complex tasks into smaller pieces, they will be able to improve their social skills, including cooperation and conflict resolution skills, and finally, students will be able to use their individual strengths to take on roles and responsibilities for the group (Chiaro, 2022).

Also, students must challenge the conventional wisdom that views the teacher as the only source of information to establish independent frameworks of inquiry and look to each other as knowledge providers in a successful collaborative learning environment for higher education (Mitchell et.al., 2021). As part of the cooperative learning approach to instruction and learning, a group of learners completes a figuring out solutions, task-completion, or product-creation activity (Howe et.al, 2019).

Furthermore, collaboration which motivates learners to work together to achieve common learning goals improves their performance, determination, and dispositions. It may enable students to defend their views to one another and to themselves, which can promote cognitive restructuring and learning. It allows for informal assessments and constructive criticism to shape what is learned. In addition, it allows students to explore different points of view and develop teamwork and communication skills, both of which are important in professional and scientific collaboration (Wilson, 2018).

On the other hand, assigning clear roles to group members can enhance team efficacy and efficiency in projects by mitigating common problems such as dominance, low participation, and unfulfilled expectations. Students perceive greater structure and follow through on decisions and action items when roles are specified, which enhances team performance (Meyst, 2023). As Dixon (2022) points out, delegation is a critical leadership skill that allows responsibilities to be divided among team members. Fair delegation requires considering the goals, obligations, assets, and liabilities of everyone. Rather than requiring everyone to have the same level of responsibility, it's crucial to ensure that each worker can make a substantial contribution without becoming overworked.

Additionally, the benefits of group work for students' development are numerous and vary from encouraging responsibility to development, personal responsibility, social skill development, teamwork, group processing ability training, and deep learning. In real life, arranging students to form groups enables instructors to manage the growing number of students (Peng, 2019).

Also, the students' interpersonal connections fostered by the cooperative learning framework helped them improve their social, academic, emotional, and physical skills. When the group is working together to achieve a common goal of higher quality and more enjoyment, the individual becomes weaker (Bores-Garcia, 2021).

The promotion of values through teaching physical education is a key strategy for establishing equality in sports and athletic practice as well as for attempting to lessen the current inequality that emerges through instruction. The assertion plays a vital role played by education, thus it's crucial to inform educators of the extra care they must take to try to eradicate the problem and give pupils equitable access to possibilities (Rodriguez et.al., 2018).

Specifically, equal opportunity for participation and success should be two basics in every educational setting, thus they should also be two of every teacher's goal. If the goal is to improve physical education, the phrase co-education can refer to working together to develop a person's abilities, regardless of the sex to which they correspond, to advance pupils' overall development (Fernández-Rio, 2018).

In conclusion, performance-based tasks, collaborative learning, and group-based performance tasks offer an innovative approach to education that is compatible with modern educational frameworks, concepts, and standards. These teaching methods increase learning efficiency, motivation, and social-emotional skills while providing real-world experiences for students to build new knowledge. Incorporating these educational strategies into curriculums can lead to more effective teaching and learning, as well as better preparation for future career and academic pursuits.

CHAPTER THREE METHODOLOGY

This chapter discusses the methods of investigation and data gathering used in this study. It presents the research design of the study, research participants, the researcher's role, data sources, data collection procedure, data analysis, trustworthiness of the study, and ethical considerations.

A. *Research Design*

This qualitative research utilized the phenomenological approach to explore the teaching and learning of physical education through the use of group performance among students. A qualitative research approach is described by Charmaz (2021) as an interpretive and interactive approach to inquiry that analyzes the subjective experiences and meanings that people attach to their lives and settings. It is an approach to inquiry that is natural and works with non-numerical data. It attempts to comprehend and research rather than explain and manipulate circumstances. Because it is interpretive and contextualized, it stresses the development process or patterns rather than the result or output of the research. (Nassaji, 2020). By employing this research design, it will help the researcher to discover the experiences of the students in completing group performance-based tasks.

Specifically, the study employed phenomenological approach. Phenomenology is a method used to comprehend and define the fundamental nature of a phenomenon. It investigates human experience in everyday life while suspending the researchers' previous beliefs about the phenomenon. In other words, phenomenological study looks into actual occurrences to see how people interpret them (LaiYee, 2022). Further, according to Zahavi (2019), phenomenology is a comprehensive theoretical framework created on the basis of in-depth conceptual and empirical investigation into the interaction between the subject and its external environment.

The researcher utilized qualitative type of research using the phenomenological approach to analyze and provide rich data from the various challenges of the group performance task in order to explore the experiences of the students. Using this method, the experiences and observation of students in participating group performance-based tasks in Physical Education were revealed based on the challenges and opportunities they have met in completing their outputs or performances. Moreover, the researcher delved into detail on the universal meaning of the occurrence, instance, or practice in order to gain a better understanding of the students. Extensive data were gathered on human experience and present a thorough comprehension of occurrences. This phenomenological characteristic was advantageous, particularly because the researcher is also a teacher.

B. *Research Participants*

A phenomenological study's sample size, between 10 and 50 individuals are sufficient (Creswell & Creswell, 2018). In this study, the participants were students enrolled in Junior High School for the school year 2023-2024. There were 14 students as participants from the schools in the Tagum City Division. Seven (7) of the 14 participants were subjected to an in-depth interview (IDI), while the remaining seven (7) took part in a focus group discussion (FGD).

Purposive sampling was used to select participants for this investigation. Purposive sampling technique involves choosing samples from the total sample size according to the survey participant's or researcher's assessment. The purpose of the purposive sample collection is to meet the needs of the intended test, survey, or research project (Vijayamohan, 2023). Non-probability in qualitative studies allows researchers to obtain a considerable amount of data from purposefully chosen respondents who are picked based on certain criteria that are conducive to the study's goal (Campbell et al., 2020).

The selection criteria for the participants of this study were based on their experiences in group performance-based tasks. Particularly, the inclusion criteria included students who were (1) enrolled as Grade 10 students in a public secondary school of the Division of Tagum City Physical Education subject, (2) students with experience leading a group for a group performance, and (3) willing to participate in the study. Also, the exclusion criteria excluded students who were not Grade 10 students of the Division of Tagum City. There were three Secondary schools as study sites of this research.

C. *Role of the Researcher*

It is the responsibility of a researcher to find or validate evidence-based knowledge that can advance society or the wider world responsibly (Ulz, 2022). Any successful analysis of a social phenomenon necessitates the involvement of the researcher. These are some of the researcher's responsibilities:

While acting as the interviewer, the researcher conducted in-depth interviews with the seven (7) participants in this study. Participants were gathered through online meetings through Google Meet. It was my duty to create a positive environment for the participants, making sure they were at ease and psychologically prepared for the process. I asked the participants several questions from the interview guide that was provided to them beforehand. I utilized questioning strategies including asking direct questions, asking them in order, and asking more in-depth inquiries to have deeper conversations. The interview prompts further inquiries to fully grasp the participants' experiences.

The researcher also served as the moderator for the remaining seven (7) participants in the focus group discussion. Participants were gathered through face-to-face meetings. During the interview, I asked the participants a range of questions predicated on the focus group questionnaire given ahead of the arranged interview date. I made sure that ideas and information were shared fluidly. The participants had enough time to answer the questions. That allowed them to communicate their ideas and experiences in detail and with clarity.

To record relevant information, the researcher also acted as a note-taker during the interviews to record data. An audio recorder was used to record the focus group discussion and in-depth interview. To follow quality control procedures, I made sure to obtain the participants' permission before recording the audio.

I also served as both a transcriber and an encoder. I converted the audio recordings I have recorded into a text-based format. I wrote all recorded interviews and focus group sessions. After the data of all the participants' responses were completed, I encrypted it. I arranged the interview transcript so that readers in the future can easily understand the main themes of this study.

I was also the translator in the instance where data needed to be converted from the local language to the target language. Given that English is regarded as a worldwide language, data translation was used to organize the information into standard English phrases without compromising the accuracy of the participants' thoughts.

I also served as the primary analyst who evaluated data after the data collection. The responses from the participants were divided into several themes using a table. Additionally, I helped with the Member Checking. To verify the document, I also looked over each participant's translated and transcribed responses. It is relevant to ensure participants can review and update their comments, add more details as needed, and go over them again. Additionally, it is to guarantee that the data collected is reliable, accurate, and accurately sums up the experiences of the participants.

Further, I reiterated the ethical criterion for data collecting. Following the Inter-Agency Task Force's (IATF) health and safety requirements, I convened a face-to-face meeting with a small group of people for FGD and conducted online interviews with every participant for IDI. It is to inform the participants about the study's scope. To preserve their privacy, I stored the participant records in a password-protected folder containing documents and audio recordings. I employed encryption when sending data over the Internet. Hard copies of the study will be stored in a secured cabinet that is only accessible to the researcher.

D. Data Sources

Qualitative data sources included monitoring and participant participation (fieldwork), interviews and surveys, records and writings, and the researcher's impressions and reactions (Myers, 2019). In-depth interviews (IDIs) or focus group discussions (FGDs) can be used to obtain data. A one-on-one interview with the participant is an IDI and FGD is a type of group interview or discussion that involves interviewing more than one participant at once and is typically facilitated by a third party (Prasad, 2017).

In-depth interviews (IDIs) are utilized to interview a selected group of individuals throughout. Using a conversational manner, researchers spend a lot of time talking to each participant. A significant number of interview questions are open-ended, encouraging a discovery-focused strategy. An in-depth interview is designed to elicit precise information that illuminates a person's point of view, encounters, emotions, and the deeper meaning of a certain topic or circumstance (Rutledge et.al., 2020). A Google meeting in-depth interview was conducted for this study. The participants had a private dialogue to express their ideas, personal stories, or actual interactions with these occurrences.

A focus group discussion, also known as an FGD, is a type of group in-depth interview. Focus group discussion is a type of interview where participants are brought together with a particular goal in mind. It gives participants the chance to converse and express their opinions on a certain subject. Focus groups are used to investigate research problems and collect detailed, comprehensive data (Graham, 2022). A face-to-face interaction was conducted for this study. To discuss their opinions, personal experiences, or actual involvement with these events, the participants were engaged in a conversation with the researcher and other participants.

More so, I engaged the participants in a substantive discussion and brainstorming during the focus group discussion, which generated the data because the participants were encouraged to openly share their ideas. As the facilitator, I asked follow-up questions to go deeper into the subject at hand. This assisted me in assembling a variety of viewpoints to develop and support particular topics.

In addition, I connected to secondary sources, such as journals, articles, literature reviews, and books that discuss the same issue strategies for group performance-based assessment. These sources were also provided as essential information to bolster the conclusions of my investigation.

E. Data Collection Procedure

Before the conduct of this research study, the protocol was submitted to the Research Ethics Committee (REC) of St. Mary's College, Inc. for review. Following a comprehensive evaluation, the REC granted permission to perform the study. The researcher was also given permission and consent to perform the study by the dean of St. Mary's College of Tagum Inc.'s graduate school. Following acceptance, the researcher sent an endorsement letter and the necessary paperwork to the Division Superintendent of the Tagum City Schools Division, requesting permission to perform the study on the students. The researcher also submitted a letter to the School Principal of the chosen Public High School requesting approval to perform the study.

The researcher sent an e-mail or message in the messenger to recruit participants in the study. The researcher conducted an orientation with the parents and provided you a copy of the Informed Assent Form and Informed Parental Consent Form, which the participants must read. During the orientation, the researcher discussed the purpose of this study in detail. Questions or clarifications throughout the explanation were accommodated by the researcher who was willing to lodge and address concerns.

The researcher also kept a recording of the orientation as documentation to provide evidence of the orientation. It was also guaranteed that the researcher strictly adhered to the provisions of the Data Privacy Act throughout the study. The in-depth interview and focus group discussion were done via virtual meetings and face-to-face respectively, and the interview did not exceed 1-hour. The IDI was first conducted and followed by the FGD. The participants were informed by the researchers not to repeat what was said in the focus group to others and of the processes in place to protect the confidentiality of the study data. Additionally, the researcher made sure that any unjustified or unlawful sharing of study data collected during FGD was handled appropriately.

To secure the data, the researcher recorded the full session for both techniques used on the participants into an audio file, but only with their consent. Because the participants were vulnerable (minor), their identities were concealed so that they could not be easily recognized by others. It would be appropriate to allow them to wear a face mask, a cap, or any other item that may conceal their identity. During the orientation and interview, the researcher used a device that de-identifies or modifies their voices if the audio is being recorded. The research participants were asked about their convenient time for the interview and agreed on the date. Following the participants' interests and information, the researcher created a planned agenda for the meeting because deviating from it might be more advantageous.

Essentially, data protection is critical because it protects an organization's information against fraudulent actions such as phishing, hacking, and theft of identity (Research Data and Retention, 2022). Any investigation data, whether hard copy or electronic, was stored in this study, and only those with authorization will have access to it. Paper copies should be kept in a filing cabinet with a lock and a single key. Only encrypted manipulation of digital information should be permitted. Written hard-copy data should be discarded upon being moved to electronic data storage, and any personally identifiable data, such as names and addresses, should be removed.

Furthermore, the researcher will uphold students' privacy and implement security measures to protect the privacy of their information. The study will maintain the utmost levels of privacy, confidentiality, and anonymity about the participants' personal information. Confidentiality will also be maintained in accordance with the Data Privacy Act of 2012, which reaffirms that consent to the collection and processing of personal information about and about the data subject must be freely given, specified, and informed. Additionally, records that link certain people to specific pieces of information must not be publicly disclosed.

The researcher also utilized a member to verify credibility during the data collection or interview process to increase the validity and credibility of qualitative research. To address the issue of member checking, participants were invited to read and double-check the transcripts of their interview responses. They had the opportunity to look through the information they gave about their experiences, coping techniques, and insights. They will next be asked to sign the participants' certification as proof that they agree with the responses.

F. Data Analysis

Data analysis is the process of cleaning, transforming, and modeling data to identify important information for business decisions. The purpose is to extract significant details from data and act upon the results (Johnson, 2023). Analyzing data is the process of examining and interpreting data to find patterns, relationships, and insightful information. Making important discoveries entails converting unstructured raw data into a more comprehensible format and then using a variety of statistical and analytical methods. Data analysis aims to provide a deeper comprehension of a phenomenon or issue, support decision-making, and produce insightful information for future study or useful applications (Lester et.al., 2020). In this study, I emphasized the significance of coding in my research.

According to Beresford et.al. (2022), coding is a methodological technique in qualitative data analysis. To discover themes, patterns, or meanings in the data, it entails the methodical process of giving labels or tags to text or data segments. By organizing and making sense of the data gathered, coding enables researchers to analyze and interpret qualitative data more thoroughly.

In the context of the study, the researcher produced summaries of each code's definition in a separate file used to describe the meaning of the codes. I labeled words or phrases in each participant's response that represent significant topics to make it simpler to remember, scan, and organize the information. The amount of data gathered is hoped to be decreased by separating the interview material (anecdotes) into digestible text chunks.

On the other hand, thematic analysis is used to arrange and examine large, complicated data sets in an orderly manner. Finding themes in the data requires closely examining and reexamining it. Both deductive and inductive methods of analysis are possible, with themes either arising from the data itself or being informed by the researcher's theoretical interests. By upholding rigor throughout the analysis process, thematic analysis seeks to yield reliable and perceptive results. It employs a methodical approach and a continuous comparative methodology (Dawadi, 2021).

The researcher meticulously sorted and classified the data. First, familiarization with the data is required. After carefully identifying and labeling any noteworthy parts or patterns in the data, the researcher created codes and grouped them into potential themes. Next, the researcher reviewed and refined these themes to ensure they were consistent and accurately represented the data. The researcher then determined the themes' importance by examining these themes and considering the research questions. The final step involved the presentation of the findings, which provided a clear and coherent narrative highlighting the themes identified and their significance within the framework of the larger study project.

G. Trustworthiness of the Study

The factors in qualitative research known as credibility, dependability, confirmability, and transferability are used to establish trustworthiness. Trustworthiness of the results is established by the utilization of trustworthy sources. It makes it possible for readers to trust the researcher's analysis and findings. Several techniques, including member verification, and triangulation, are used to establish trustworthiness and guarantee the accuracy and thoroughness of the research (Stahl et.al, 2020).

Credibility is the extent to which one accepts the accuracy of the study's findings. It ascertains whether the conclusions are supported by the data acquired from interviews and, more crucially, whether the reporting and interpretation of the data have misrepresented the actual importance of the information (Megheirkouni, 2023).

The practice of repeatedly examining, adjusting, and changing research questions during a qualitative research study is known as iterative questioning. The process entails a series of iterative question formulations based on the facts gathered and the growing comprehension of the study issue. Researcher's understanding can be expanded, fresh viewpoints can be investigated, and the research questions can be kept current and pertinent to the goals of the study by using iterative questioning. By using an iterative process, qualitative research can be made more rigorous and of higher quality (Johnson et al., 2020). In this study, the researcher asked the participants probing questions to go deeper into their knowledge and comprehension of the data. As a result, both the questions' depth and insight and the responses to them will offer detailed explanations of certain data.

To strengthen the validity and credibility of qualitative research, the researcher used a member to verify credibility during the data collecting or interview process. Member checking is a method for examining the veracity of results. Participants receive data or outcomes back to verify accuracy and fit with their experiences (McKim, 2023). The participants were asked to read and double-check the transcripts of their interview responses to address the issue of member checking. They got the chance to go through the details they provided regarding their experiences, coping strategies, and insights. They were required to sign the participants' certification as confirmation that they agreed with the responses.

Consequently, triangulation is necessary to lessen the investigator's bias by gathering data on the same issue using various methodologies. Triangulation refers to addressing a research subject with several datasets, techniques, hypotheses, and/or investigators. This research technique can lessen the likelihood that any study biases will be present in your work and help you increase the validity and reliability of your findings (Bhandari, 2023). The study used its emphasis on triangulation. The researcher used a variety of data collection techniques, including in-depth interviews with participants to put them to the test with comprehensive descriptions of the subject of the study and focus group discussions to find out how participants developed perceptions with one another by agreeing or disagreeing with opposing points of view.

In the other hand, dependability refers to the consistency of data across time and under various settings. Dependability is the extent to which a qualitative research study's results and conclusions are dependable, consistent, and trustworthy. To guarantee the reliability of the research, it entails determining the stability and consistency of the data, analysis techniques, and interpretations (Rizai et.al., 2023)

The strategies and tactics used to handle primary research that overlaps across several systematic reviews or overviews are referred to as the overlap method. The goal of overlap approaches is to recognize this overlap and deal with it effectively to prevent bias and guarantee reliable evidence synthesis (Lunny et al., 2021). In this study, I established linkages with secondary sources that cover the same topics as group performance-based tasks, including books, journals, articles, and literature reviews. These sources were also supplied with crucial information to support the findings of my research.

Confirmability is the degree to which the researcher's interpretations and findings can be verified by other researchers. The idea of impartiality in quantitative research is comparable to this. The researcher must provide the facts and conclusions in a form that enables others to verify their accuracy to establish confirmability (Nassaji, 2020). Maintaining an audit trail by recording and defending each step taken during data coding and analysis is one way to improve confirmability. According to Moran (2021), an audit trail is one way to establish confirmability. It is used to describe the procedure of data collection, analysis, and interpretation, and is the most widely used technique to establish confirmability. The researcher documents the things that stood out as distinctive and fascinating during the data collection process, offers thoughts about coding, explains the code fusions, and defines the themes.

In this study, the audit trail allowed the reader to examine proof of the researcher's choices and decisions regarding conceptual and methodical issues throughout the investigation. The researcher kept initial data, field recordings, records, and a reflective journal to create a clear audit trail for the study. It allows data systematization, communication, and cross-referencing.

To guarantee that the focus was on the research questions rather than the researcher's preconceived judgment, the researcher included actual data and field notes to be made during the interviews to address the study's confirmability. By emphasizing that just a small number of persons are applicable in the study and that generalization is not acceptable, the study's limits were also made clear. If the research is scrutinized, it could include a thorough explanation of the procedures and techniques employed to demonstrate the openness of the data and how the findings were reached.

Lastly, the ability to extrapolate is referred to as transferability. According to Ness (2020), transferability is the degree to which the results and conclusions of a study can be utilized or extrapolated to alternative situations or environments. Enhancing transferability essentially falls under the purview of the researcher, who must give a detailed account of the study's assumptions and research environment. Ultimately, though, determining the viability and applicability of the transfer rests with the individual who wants to use the findings in a different setting.

In this study, the researcher addressed transferability by giving a detailed account of the research process and phenomenon under investigation. For this study to be legitimate and applicable, it guaranteed that the data was on file. It provided a more thorough explanation of the research subjects, including the criteria used for selection and any limitations placed on study subjects. The quantity of participation will be noted and reflected. The ways we collected the data, how long it took, and how long the study took. The inclusion of all required documentation guarantees the accuracy of this study's findings, allowing other researchers in related fields to make an informed decision about their transferability.

H. Ethical Considerations

The researcher recognizes the significance of safeguarding the participants' welfare. In doing so, the researcher guarantees that the data being studied are of high quality. This research underwent a research ethics review by the Research Ethics Committee. Also, the researcher strictly complied with the regulations outlining information protection and confidentiality instead of the National Ethical Guidelines (2017). All participants' information must be kept private and confidential during the research process. Further, each participant's complete name will not be disclosed in the study.

The National Ethical Guidelines (2017) noted the elements of research ethics namely, Social Value, Informed Consent, Vulnerability of Research Participants, Risk, Benefit and Safety, Privacy and Confidentiality of Information, Justice, Transparency, Qualification of Researcher, Adequacy of Facilities, and Community Involvement.

- **Social Value.** The term social value describes the significance of the data that a study is anticipated to yield (Van Delden et.al., 2021). Research considerations on what to examine, how to perform a study, and who to study it with are usually made using ethical principles, among other considerations. Similarly, ethical norms are the standards that society expects of its members to uphold societal order. Such broad concepts frequently have a substantial impact on ethics, which will then have an impact on the research process.

In this study, the goal is to benefit people in general and the students and teachers in particular. It will help the teachers to enhance the education and learning experiences of the students. Furthermore, there is a need to conduct the study to understand the experience of the students in the context of group performance-based tasks and students' assessments which will aid in the identification of solutions to the difficulties that arise. For the school administration, and DepEd officials to build a long-term plan and continue to provide students with meaningful involvement based on their preferences for performance-based tasks. More so, the researcher made sure that the study's advantages were maximized, and any potential risks were minimized to the maximum extent possible for everyone. Finally, the result of the study will be disseminated to the Department of Education as an instrument for the improvement of the implementation of group performance-based tasks in Physical Education.

- **Informed Consent.** This study utilized the informed consent forms before starting the process. Participants should take part in research freely after receiving complete disclosure about what it entails and stating their prior consensus. They should also not be put under undue pressure to consent, and consent should be obtained before a person participates in the study (potentially). To consider the consent as informed, the participant must have a basic comprehension of the study and what they are agreeing to participate in (University of Oxford, 2021).

It is essential to consider the participants to guarantee the overall effectiveness and impact of their studies, researchers must place a high priority on inclusivity, transparency, and respect for participants' rights. In this study, before starting, the researcher secured the participant's consent. The researcher properly explained the study's process, objectives, and various ethical aspects to get the participants' consent to take part in the study. The researcher secured the informed consent personally from the participants.

Additionally, the school administration endorsed and supported during the interview process. However, the respondents were free to depart at any point if they felt threatened by the conduct. Moreover, respondents have the option to choose not to answer questions if they experience any psychological or emotional suffering; however, they are not permitted to share the information being requested without incurring consequences or giving a justification.

- **Vulnerability of Research Participants.** The researcher is responsible for the study participants' security. Subjects of research must be kept safe, which implies hazards must be maintained to a minimum. Additional safeguards are required for vulnerable subjects (Gordon, 2020). A vulnerable population comprises people who might not be able to comprehend what it means to consent to research or who might not grasp what constitutes informed permission. People who are deemed vulnerable might, for a variety of reasons, be less able to prepare for, deal with, resist, and/or recover from a natural or man-made threat (Brule et al., 2017).

In this study, I believe it is essential to consider a range of vulnerabilities associated with age and maturity level as a grade 10 student when interviewing them about their experiences in group performance-based tasks in physical education. I am aware that an adolescent's emotional and cognitive development may vary around the age of 15 or 16, and it is crucial to be cognizant of these variances. Also, I emphasized the value of privacy and secrecy and promised that responses would be handled discreetly, by safety regulations and the law. Given the personal and tactile nature of several physical education exercises, I also recognized the necessity of approaching delicate subjects like body image and group dynamics with caution. I also underlined the need for participation without linking it in any way to academic repercussions. I understood that emotional support needed to be readily available because it was likely that participants would talk about personal hardships or experiences. Finally, it's imperative that I respected and acknowledged the many cultural perspectives that may influence their perceptions of group dynamics and physical education.

Accordingly, the researcher is required to reduce any risks participants may face while taking part in the study (The Belmont Report, 1975). This includes honoring their decision as well as safeguarding them from damage. The researcher will conduct a parents' orientation and will secure parental consent to ensure that the parents of the participants are well-informed and approve of their children's participation in the study. The decision to take part in the study will be made after careful thought, and neither the researcher nor any other party will be able to force the participant to do so. In addition, participants have the right to leave the study at any time if they feel that it will be harmful for them to participate. Aside from that, the researcher will guarantee that participants' identities will be kept confidential and secure.

- **Risks, Benefits, and Safety.** Every study involving human subjects must be preceded by a thorough evaluation of the benefits, costs, and dangers that can be foreseen for the subject of the study or others (Philippine Health Research Ethics Board, 2018).

As far as the researcher is aware, taking part in the study won't have any risks. In any case, though, the researcher is aware that those in need should be recommended counseling. Furthermore, the well-being and security of the participants are crucial, the real names of each participant were not disclosed by data protection laws. Any personal information collected from the participants and used in this research will be kept in the utmost confidentiality. Moreover, to reduce risks and maintain safety throughout the entire interview process, the interview was performed at their most convenient time. Also, I made sure that the interview questions didn't use derogatory or otherwise dangerous language that might put participants in danger.

Participants who took part in research studies received immediate benefits like cash compensation, reimbursement of their fares, and a token of appreciation. These material benefits gratify and reward them for their participation and time. Additionally, individuals are essential to the improvement of knowledge, and the welfare of education, resource access, and support services are additional benefits of participation.

- **Privacy and Confidentiality of Information.** In the gathering, retaining, and processing of personal data, researchers must abide by the principles of openness, justification, and proportionality (Data Privacy Act of 2012). Further, to ensure that confidentiality or anonymity is not compromised, the researcher must ensure that the design of the study and the questions will result in the least possible harm (Philippine Health Research Ethics Board, 2018).

In this study, the researcher upheld students' privacy and implemented security measures to protect the privacy of their information. The study maintained the utmost levels of privacy, confidentiality, and anonymity about the participants' personal information. Confidentiality is maintained by the Data Privacy Act of 2012, which reaffirms that consent to the collection and processing of personal information about and about the data subject must be freely given, specified, and informed. Additionally, records that link certain people to specific pieces of information must not be publicly disclosed and all information shared was stored and disposed of carefully to not breach confidentiality.

Also, the researcher clearly stated the boundaries of confidentiality during the informed consent process, including any situations where the researcher is morally and legally obligated to disclose the respondent's name to avoid urgent harm to themselves or others. At the same time, the researcher emphasized the participant's right to refuse to participate in the study, to withdraw their data, and to answer any questions. Essentially, the researcher prepared a specific and practical protocol for reporting and referral if a threat of serious harm and/or a criminal act is revealed or discovered during the data collection process.

Lastly, this study will save all investigative data, digitally or in hard copy, and only authorized users will be able to access them. Paper copies ought to be stored in a filing cabinet that is locked and only has one key. Digital information alteration should only be allowed through encryption. After being transferred to electronic data storage, written hard copy data should be erased and any personally identifiable information, including names and addresses, should be deleted. Electronic copies will be disposed after three (3) years of the publication.

- **Justice.** Justice is the idea of equity and the application of moral standards to guarantee just treatment. It underlines that participants' needs must come first in research and that researchers must treat them equitably. Fair participant selection, precise inclusion, and exclusion standards, and making sure that taking part in research does not subject groups to unfair hardships are all part of this. Fair hiring practices and an equitable distribution of benefits for participation in research are also important. The goal of the justice principle is to safeguard participants' equal access to research benefits and to avoid exploitation (Alele et al., 2023).

Similarly, I implemented the idea of justice in my research within the context of the study by recruiting participants using the purposive sampling method. The students were fairly and justly selected as they are regarded as vulnerable participants. Both the recruitment procedure and the data collection method were prompted as voluntary participation. Further, I also made sure that participants were chosen and with no biological connection or relationship existent. Participants in the study have met the eligibility requirements. Participants received adequate attention and equitable treatment after giving their consent.

Additionally, in recognition of their participation in the study, each participant received a token of appreciation. Also, they received payment for all costs they might have spent while carrying out the investigation.

- **Transparency.** Transparency in research ensures that studies may be duplicated by other experts in the field and allows other stakeholders to appropriately examine and disseminate results (Kidson, 2021). Furthermore, any information or communication relating to the handling of private information must be easily accessible, comprehensible, and expressed in plain language.

In this study, the researcher was open and honest about any study elements that might affect participants' rights, health, or safety, as well as any information that would affect their decision to provide or withhold informed consent. Additionally, the researcher provided readers with access to the study's findings and conclusions for evaluation and validation because transparency always necessitates publication of research results. Research findings can also be acquired by reading the study's publication in a peer-reviewed scientific journal. Also, the involved school and governmental organizations will receive a complete copy of the research result from the researcher. The researcher will also safely save the original data for at least three years following publication.

- **Qualification of the Researcher.** A Researcher is a person who does systematic study, manages internal research, and frequently writes reports and papers as the author. Also, this person will oversee the creation of materials and research testing. And someone who gathers information on a certain topic, whether quantitatively or qualitatively (Torres, 2021).

In this study, the researcher possesses the competence and self-assurance needed to carry out the research. The researcher has completed academic requirements for Master of Education Major in Physical Education and has taken part in workshops and seminars on research, teaching, and learning, which will attest to her suitability to delve deeper into this topic. Also, the researcher is competent in research, is aware of society, and is sensitive to cultural differences when it comes to moral concerns

with human studies. Besides, the researcher has previous research experience from his baccalaureate degree, which allows her the assurance to complete this study.

With the assistance of my thesis adviser, Dr. Dominic Dizon, who holds a Doctor of Education in Physical Education from Southwestern University's Graduate School and has demonstrated a commitment to academic achievement with multiple publications in recognized journals, as well as membership in prestigious organizations such as the International Association of Scholarly Publishers, Editors, and Reviewers, the Philippine Association of Institutions for Research, and the International Association of Scholarly Publishers, Editors, and Reviewers, with such a broad and illustrious background, Dr. Dizon offers an array of expertise and understanding to mentor and assist me in pursuing my academic goals and finishing this research.

- **Adequacy of Facilities.** The availability of research facilities is critical for the effective completion of a research endeavor. It covers the resources, funding, facilities, and equipment needed to do the research (Neema et.al., 2021). The researcher maintained sufficient facilities in conducting the study to guarantee that all activities will be acceptable and carried out by what is ethically and morally correct. Maintaining facilities will speed up quality improvement with the aid of an efficient facility maintenance management plan.

Along with the assistance of professional panel groups that offer insightful recommendations and criticisms, my research adviser also made himself available for consultations and ratification. This suggests that the researcher is confident that she will be able to successfully perform and finish the study given enough resources, tools, and channels for communication. Additionally, the data gathered was done through face-to-face meetings and online Google Meet meetings.

- **Community Involvement.** Participating in the community may also enhance the distribution, acceptance, and application of research findings. A wealth of knowledge in community involvement in research may be found in the domains of participatory action research and community-based participatory research with indigenous communities (Fregonese, 2018). The act of working with and through groups of individuals who are linked by an affinity, common situation, or geographical region to solve issues that affect their well-being.

Likewise, the researcher made sure that there is effective collaboration and stakeholder communication. In addition, the study's result will emphasize community involvement. The school administration will gain the most from the findings of this qualitative study because they can utilize the information to give teachers opportunities to learn more about group performance-based assessments and help their teachers with this challenge.

Also, this study will be used as a starting point for potential initiatives by Department of Education authorities, in developing local policies for the local system. This would support the division authorities' efforts to implement localized adjustments that are appropriate for the local setting and address the needs of both teachers and students, conferences, and training workshops, for example, can help to improve physical education teaching and learning practices.

The study's results and conclusions will be communicated with the research participants as well as during sessions of the learning action cell (LAC). As a result, educators will be able to innovate and enhance the teaching and learning process in the classroom.

CHAPTER FOUR RESULTS

This chapter summarizes the findings of the research study conducted about the lived experiences of the students in group performance-based tasks in physical education. It contains the answers given by the participants during the interviews; the transcriptions were carefully examined through the help of an analyst, who then developed core ideas and significant themes. This chapter also focuses on the experiences, coping mechanisms, and insights of the participants in group performance-based physical education tasks.

A. Lived Experiences of Students in Group Performance-Based

➤ Tasks in Physical Education

After a thorough analysis of the responses of the participants about their lived experiences in group performance-based tasks in physical education, the following themes emerged: (1) Observation of Strengthened and Happy Relationships among Groupmates, (2) Struggles in Time Management, (3) Observation to Uncooperative Members, (4) Over-Reliance on Leaders, (5) Difficulties in Maintaining Discipline among Members, (6) Conflicts in Group Dynamics, and (7) Issues in Mental Health.

Table 1 shows the different core ideas that expound on each essential theme shared by participants during the interview.

Table 1: Major Themes and Core Ideas on the Lived Experiences of Students in Group Performance-Based Tasks in Physical Education

Major Themes	Core Ideas
Observation of Strengthened and Happy Relationships among Groupmates	<ul style="list-style-type: none"> • experienced fun and enjoyment when participating in group activities with classmates • experienced enjoyment especially when the group members are cooperative • strengthened the bonds between students by providing opportunities to get to know each other more • developed the bonds among the group through all other activities that provided chances for stronger ties inside the section
Struggles in Time Management	<ul style="list-style-type: none"> • encountered struggles in managing time for practice schedules due to some students who chose not to participate for a variety of reasons • struggled with the late arrivals of members at meetings or gatherings waste time and result in missed opportunities • faced challenges in managing time effectively when multiple group activities from different subjects overlap • struggled with group members who fail to promptly do their tasks during group activities which resulted to stress and lack of time • experienced difficulties in balancing time with household responsibilities and academic obligations • encountered problems in managing time for practices with groupmates and extracurricular activities and training
Observations to Uncooperative Members	<ul style="list-style-type: none"> • observed that members who are difficult to work with are ineffective team players • had problems with group cooperation • observed difficulties completing task because groupmates are unwilling to collaborate • had troubles in completing activities due to the group members' disregard for directions • had challenges in completing tasks due to group members who do not listen
Over-Reliance on Leaders	<ul style="list-style-type: none"> • observed members not carrying out their responsibilities, which causes leaders to take on all the duties • encountered members who are overly dependent on the leader to carry on all the responsibilities • faced challenges in leadership and responsibility that fall mainly to the leaders • witnessed members rely solely on the leader's ideas and not actively contribute or share their thoughts • encountered members of the group who rely solely on the leader and are unwilling to share their own views

<p>Difficulties in Maintaining Discipline among Members</p>	<ul style="list-style-type: none"> • had difficulties in maintaining discipline when dealing members who are unwilling to accept criticism because it goes against their pride or personal motto • struggled with members who are troublesome and hardheaded • experienced difficulties of having groupmates of other learners who are stubborn and mischievous • had troubles in dealing with groupmates who were obstinate, disobedient, and reluctant to listen, making things difficult rather than simple
<p>Conflicts in Group Dynamic</p>	<ul style="list-style-type: none"> • encountered disagreement among the group members when the ideas were divergent • faced misunderstandings that arise from different people's differing viewpoints and judgements, leading to conflict or division • had problems and disagreements within the group due to a lack of understanding which leads to conflict • experienced tension and disputes within the group arise when members cannot agree on a course of action because they have divergent opinions.
<p>Issues on Mental health</p>	<ul style="list-style-type: none"> • experienced stress and difficulties, especially when group members are delinquent • had stress because of difficulties in dealing with demanding deadlines • confronted with stress and potential mental breakdowns due to group activities • struggled with exacerbating stress due to demanding responsibilities of always being in charge

➤ *Observation of Strengthened and Happy Relationships among Groupmates*

Engaging in group activities and cooperative participation also leads to a positive and enjoyable experience. Participants highlighted the fact that it is entertaining and fun. This was supported by the claims of IDI-01 who said:

"Ang positive kay enjoy siya, lingaw."

(The positive thing is that it is enjoyable and fun.)

- *IDI-05 also shared that:*

"Akong mga experiences is una po enjoyable po siya, labaw na po kung ang members is cooperative."

(My experiences are initially enjoyable, especially when the members are cooperative.)

Participating in group activities has also helped individuals form lasting connections, creating a strong sense of closeness and togetherness fostering stronger bonds and connections among group members.

- *FGD-02 shared that:*

"And also, every activity, maka, ang relationship with member is mo-grow pa, and makaila pa nimo siya. "

(And also, with every activity, the relationship with the members continues to grow, allowing you to get to know them even better.)

- *FGD-03 also agreed that:*

"For me, ang positive experience nako kay ang within that group activity, kay mas na... nabuo ang inyuhang bond as a group, and as a section po. So, murag after that activity mas murag na closer mo, and mas na bond inyuhang mga relationship within that classroom."

(For me, the positive experience lies within that group activity, as it strengthens the bond among us as a group and as a section. So, after that activity, it feels like we become closer, and the relationships within the classrooms are further bonded)

Group activities extend beyond mere enjoyment, it contributes to the development of relationships and bonds among participants. The emphasis on cooperation and the opportunity to get to know each other more implies that shared experiences in a group setting can strengthen social connections and create a sense of unity.

➤ *Struggles in Time Management*

The participants also have trouble making the most of their time while working in groups. Several problems emerged including members putting off work during group projects, members arriving late for meetings, overlapping group activities from different subjects to members procrastinating on tasks during collaborative endeavors which hinders the completion of the tasks. IDI-04 mentioned that:

"Pag manage sa time, naay uban dili kaadto kay it's because busy sila or dili sila kaadto kay nagpa-atik2 lang sila, like ana gud."

(In managing time, others would not attend because they are busy or because of other reasons.)

• *IDI-06 also stated that:*

"dugay gani maabot, and maka dako kayo ug consume sa time labi na ug ang dugay maabot kay ang mga main character or dghan ang role sa film."

(Late arrivals take a long time to start and it can be very time-consuming, especially when the main characters or those with significant roles arrive late.)

Time management issues resulting from the concurrent demands of multiple group projects in diverse subjects also surfaced. This scenario emphasizes how important it is to have strong organizational and time management abilities to handle the challenges of a demanding academic schedule. FGD-03 stated that:

"Akong pinaka challenge, pinaka lisod gyud nga challenge, kay kana gung makulangan mo ug time, kanang basta kay mag sabay-sabay tanang mga group activities from different subjects"

(My most challenging situation appears to be the struggle with time constraints, especially when various group activities from different subjects coincide.)

• *FGD-04 also added:*

"Ma-stress pud ko kay lack of time, and naa puy uban mga members na dili nila ginabuhay on time ang ilang responsibilities."

(I also find myself stressed due to the persistent lack of time and, there are group members who fail to fulfill their responsibilities promptly.)

The participants also experience the difficulty of allocating time for various commitments. As a result, there are compromised tasks due to the constraints imposed by daily schedules and conflicting priorities. IDI-03 mentioned that:

"Sa time, maglisod ka kay naa pakay buhaton sa balay lahi pajud ang buhaton sa skwelahan, tapos ang buhaton sa balay."

(Balancing time becomes a struggle when there are tasks both at home and in school, each requiring attention.)

• *FGD-02 said:*

"For me, sa akoang mga challenges, kadto gyung time management, kay as a dancer pud sa among school, kay nay training every afternoon, then every afternoon pud draa ra free time akong mga classmates, and dili ko kaadto sa practice usahay, kulang jud ko sa akoang time kay sa among practice palang pila na ka oras ang makuha, wala nakoy time mahatag for my section."

"The major challenges revolve around time management, particularly as a dancer in our school. We have daily training sessions in the afternoon, and I find it challenging to attend practice. At times, I end up with insufficient time because the practice alone consumes a significant portion of my day, leaving me with little to no time to dedicate to other responsibilities, such as my section."

These experiences highlight the complex and broad nature of time-related difficulties, underlining the need for effective solutions to navigate and optimize time across all facets of life.

➤ *Observations to Uncooperative Members*

The participants also discussed challenges and inefficiencies in group performance-based tasks, highlighting the issue of working with uncooperative team members. This problem may hurt the group's overall efficacy. Participant IDI-02 shared that:

"Ang mga negative experience nga akoang naagian during sa group performance, naay uban mga members nga dili magtinabangay."

(The negative experiences I encountered during group performance include some members who do not cooperate.)

• *FGD-01 mentioned that:*

"Ang main jud na problems is kanang cooperation jud."

(The main issue is really the lack of cooperation.)

• *FGD-03 also agreed to that:*

"Dili jud siya sayon if imuhang mga members kay dili mo-cooperate."

(It is not easy if your team members do not cooperate.)

Participants also reported having unproductive collaborations due to challenges in completing work because of members failing to follow directions or commands and refusing to listen. IDI-03 shared that:

"Dili sila maminaw sa akoang i-ingon kung unsa dapat ilang buhaton para ma-accomplish namo among buhatonon."

(They do not listen to what I say about what they should do to accomplish our tasks.)

• *FGD-06 also mentioned:*

"For me ang pinaka challenging kay dili sila maminaw sa command nako."

(For me, the most challenging part is that they do not listen to my commands.)

The recurring issue of uncooperative team members impedes productive collaboration and task accomplishment, highlighting the necessity of addressing this issue calls for a shared commitment to obeying instructions and valuing teamwork among members.

➤ *Over-Reliance on Leaders*

The imbalance of groups also emerged as a major theme, in which some members fail to complete their tasks, resulting in an overreliance on leaders to carry out all duties. The problem of imbalance suggests that there may be problems with group task distribution, shared accountability, and communication. IDI-02 shared that:

"Naay ipadala na mga materials, dili pud sila mudala, so mahulog nga ang leader maoy mo-sacrifice ang maoy mo-ako sa tanang mga dad-onon nga materials."

(There are materials to be submitted, but they will not bring them, so the leader ends up sacrificing and taking responsibility for bringing all the required materials.)

- *Additionally, FGD-05 shared that:*

"Gahi jud kayo sila, magsalig, like kanang mag report, ang leaders ra ang pa reporton kay siya daw ang mas dghan ug na learn."

(They are so tough, that they want to give all the responsibilities to the leader, for example during reporting, because they were experienced.)

- *FGD-07 mentioned:*

"Some of props gud, kay syempre dili lang man ako ang mubuhat gud ana pero ang ubang grupo man gud nako dili gyud sila mubuhat kay magsalig sila sa leader."

(About the props, the members of the group will not do it because they will rely on the leaders.)

Furthermore, some members tend to rely exclusively on the leader's ideas without actively contributing, presenting issues in leadership and duty distribution. This was supported by the statement of FGD-03 who shared that:

"Gusto nako ba, kanang maghatag sila tanan, ang uban man gud ba, if naa kay mga ano, magsalig lang sila sa imuha."

(I wanted everyone to share their thoughts. But some tend to rely on leaders' ideas.)

- *FGD-06 also added that:*

"Murag mag salig lang sila perminte sa akoo, and murag dili na nila ihatag ilang sariling idea."

(It seems like they consistently rely on me, and it feels like they are not offering their own ideas.)

A perceived imbalance can lead to inefficiencies and time management concerns, emphasizing the importance of a collaborative and involved approach. Effective leadership is not only directing the group, but also cultivating a culture of shared contribution and accountability among its members.

➤ *Difficulties in Maintaining Discipline among Members*

Students were experiencing difficulties in maintaining discipline among members when having group performance-based tasks in Physical Education. This pattern emerges in managing groups with members exhibiting challenging behaviors. This was supported by statement of FGD-01 who said:

"Ang challenge about gud sa discipline. Imuha siyang disiplinahan ba but then di siya musogot ba kay tungod saiyahang pride or iyahang motto na dili magpa-under."

(The challenge is indeed about discipline. You must discipline them without them getting offended because they want to assert their pride or adhere to their motto of not making mistakes.)

- *FGD-02 also added that:*

"Then ang second na problem is ang disiplina, then ang mga member nimo sipat, dugay sila makasabot, wala silay mga disiplina."

(The second problem is discipline, and your members seem stubborn, they take a long time to understand, and they lack discipline.)

The participants also added about frequent issue of members being hard-headed and uncooperative poses obstacles to effective communication and hinders the smooth execution of group activities.

IDI-01 stated:

"Hasol siya, hasol nga stress pud, labaw nag kanang mga member nga mga badlungon pud kayo, gahig mga utok."

(It was a challenging and stressful situation, especially with those members who were also troublesome, and hardheaded.)

- *IDI-04 mentioned that:*

"So, the problem, like what I've said earlier, kanang mga members na gahi ug ulo, ang kanang dili sila maminaw sa imuha."

(The problem is that the members are hard-headed, and they do not listen.)

The shared experiences highlight the challenges of organizing individuals who may demonstrate disruptive behavior, hostility to authority, and a lack of discipline. The underlying message is that sustaining discipline within a group dynamic is a difficult endeavor, made more difficult by various degrees of understanding, stubbornness, and a likely reluctance to take responsibility.

➤ *Conflicts in Group Dynamics*

The struggle for consensus and agreement within the group is a recurring theme that causes conflict and tension. The participants gave examples of disagreements and miscommunications resulting from members of the group having different opinions, attitudes, and personalities. This was supported by the statement of IDI-06:

"Everytime, ano, opposite gani ang opinion sa isig ka member, dili sila agree sa opinion sa isa, maka cause siya ug negative."

(When each member has an opposing opinion, and they do not agree with each other's views, it can lead to negativity.)

- *IDI-07 also shared that:*

"Ang number one jud ana is kanang misunderstanding, like usahay is kanang ang isa kay naay opinion tapos ang isa pud is naay opinion so mutrag kanang murag hati among desisyon."

(The primary issue is misunderstanding, sometimes one person has an opinion, and another person also has an opinion, so it's like our decisions are divided.)

Problems occur when team members are unable to communicate or comprehend one another, leading to disputes and a fragmented decision-making process. Additionally, disparities in expectations, communication styles, and points of view among group members can lead to misunderstandings.

- *FGD-01 said:*

"Naa juy time nga dili magkasinabot, so, kanang dili magkasinabot so naay time nga magka issue-issues unya so mga away-away."

(There are times of misunderstandings and, when there is no agreement, issues may arise, and conflicts may occur.)

- *FGD-02 also added:*

"Every group activity is lahi-lahi mi ug idea, dili mag katugma, mag cause siya sa amoa usahay ug away, ing-ana ang negative sa amoa, murag magkalaban sa ing-ana."

(In group activities, our different ideas cause fights and disputes.)

This emphasizes how crucial it is to have strong consensus-building, communication, and conflict-resolution abilities to promote a more peaceful and effective group environment.

➤ *Issues on Mental Health*

The existence of stress and challenges related to group dynamics also surfaced. Stress is a constant issue in group performance-based tasks, either dealing with delinquent group members, coping with demanding deadlines, facing potential mental breakdowns, or dealing with the constant burden of leadership. IDI-01 shared that:

"Ang na experience nako maam kay, hasol siya, hasol nga stress pud labaw nag member nga badlungon."

(It was challenging; it was a difficult and stressful situation especially when group members are delinquent.)

Students additionally brought attention to the fact that managing several deadlines at once can be unpleasant and demanding, which might result in breakdowns. An excessive workload and the difficulty of juggling multiple obligations might lead to breaks. IDI-03 also mentioned:

"Stress, ma-stress, tapos ma-pressure pagyud ka, kay magsabay-sabay ang mga deadlines. Syempre, mag breakdowns kay dgahn kayo ug buhaton."

(It is stressful and pressured because deadlines are all coming at once. Breakdowns happen because there is a lot to do.)

• *FGD-03 said that:*

"Naa gyuy breakdown, every, stress na kayo ka about sa group activity na ghatag sa imuha or g-conduct sa teachers."

(There is always a breakdown, group activities given by the teachers are stressful.)

Participants also discussed the increased strain and accountability that come with assuming leadership roles in group environments. It can be quite taxing to be routinely given leadership responsibilities. FGD-04 also added:

"For me, for my experience, it's really like stressing gyud kayo, like for me, permi ko leader sa amoang mga groupings, sa akoo tanan, like akoo tanan ang responsibilities."

(Based on experience, it is really stressful, especially since I am often the leader in our groupings, and all the responsibilities fall on me.)

Recognizing and resolving stressors in a group environment is essential for individual and group well-being. Stress management, effective communication, and shared accountability can all contribute to a more enjoyable and productive group experience.

B. Coping Mechanisms of Students in Group Performance-Based

➤ *Tasks in Physical Education*

After a thorough analysis of the responses of the participants about coping mechanisms of the students in group performance-based tasks in physical education, the following themes emerged: (1) Exercising Proper Time Management, (2) Distributing tasks and Assignments, (3) Extending Patience to Groupmates (4) Maintaining Good Communication, (5) Establishing Support System, and (6) Motivating Groupmates.

Table 2 shows the different core ideas that expound on each essential theme shared by participants during the interview.

Table 2: Major Themes and Core Ideas on the Coping Mechanisms of Students in Group Performance-Based Tasks in Physical Education

Major Themes	Core Ideas
Exercising Proper Time Management	<ul style="list-style-type: none"> • executing effective time management, with a to-do list and scheduled tasks, ensures timely completion • using efficient time management techniques as part of the strategy to meet deadlines • setting up a regular timetable for activities to get things done • utilizing every available time for practice to complete the activity
Distributing Tasks and Assignments	<ul style="list-style-type: none"> • assigning reliable team members to utilize their abilities in a certain task • distributing work according to members’ abilities to handle the task • allocating responsibilities and tasks among team members so that everyone has a task to accomplish • dividing the tasks into smaller groups to facilitate completion more quickly and easily
Extending Patience to Groupmates	<ul style="list-style-type: none"> • extending patience and tolerance to create a nice result • highlighting the importance of patience in group work to avoid performance failure • emphasizing the importance of understanding all team members to conclude on what works for the team
Maintaining Good Communication	<ul style="list-style-type: none"> • establishing good communication and considering suggestions to encourage cooperation • highlighting the significance of good communication by sharing ideas and opinions to reach an agreement • maintaining communication by sharing thoughts and opinions to make the presentation go more smoothly
Establishing Support System	<ul style="list-style-type: none"> • seeking advice and support from the family by asking how to handle a particular circumstance • building a support network from parents, friends, and teachers by communicating issues seeking assistance, and developing confidence to assist in producing quality work • asking friends for assistance and teachers for guidance on how to deal with other group members
Motivating the Groupmates	<ul style="list-style-type: none"> • motivating teammates to practice together and provide a quality product • giving motivation and constant encouragement to work together as a team to complete the tasks • motivating by praising and inspiring group members for their hard work and inspiring them to aim for outstanding results

➤ *Exercising Proper Time Management*

Students discovered that by using techniques like making to-do lists, scheduling assignments, and setting regular schedules, an organized and methodical approach greatly contributes to the timely completion of tasks. Also, effective time management is essential for meeting deadlines and completing activities on time. IDI-03 shared that:

"Time management, like kanang pag kuan, pagka 8 kay lahi akoang buhaton, pagka 9 kay lahi nasad. Mabuhat man nimo on time kung naay to-do-list ug time management."

(Time management, much like allocating tasks. Accomplish tasks on time with a to-do list and time management.)

- IDI-04 also mentioned that:

"The time management isa pud na sa amoang strategy."

(Time management is also part of our strategy.)

In addition, an essential part of efficient time management is setting aside and assigning a certain amount of time for each task. As a result of the ability to prioritize tasks based on priority and allot time, it improved planning and organization. IDI-05 said that:

"Maghimo, maglaan ug kanang time ana nga specific na activity para malapasan. "

(Create and allocate a specific amount of time for that activity to overcome it.)

Participants also mentioned that one strategy strongly related to the idea of time management is making use of every second that is available to do an activity. With this approach, production is maximized by making the most of the available time, whether it be during set work sessions or brief breaks between other obligations. FGD-01 also said that:

"Naa koy strategy, nga kung time, kung wala gani time sa other subject, kadto siya i-insert gyud jud nako amoang activity bahalag unsa inyuhang gibuhad draa basta kato nga activity is mabuhad gyud siya."

(One strategy is using every available time to complete the activity.)

Participants have a greater capacity to cope with the demands of their tasks and responsibilities if they recognize the importance of constant planning and purposefully managing their time.

➤ *Distributing Tasks and Assignments*

The students also discussed the need of allocating tasks strategically based on the talents and abilities of each team member and ensuring that each member contributes to the task's accomplishment. This was supported by the statement of IDI-04:

"Amoang strategy, is like kung naay competition, naga pangita kog mga member jud nako na gusto mutabang para mahuman, yeah, masaligan."

(Our strategy is to assign someone who is responsible and committed to complete the task.)

• *FGD-02 mentioned that:*

"So, akong gina-divide sa akoang mga members, nga kanang feel nako kaya nila, tanan man jud kaya himoon, pero dili man gud nila, kanang pabaayn man gud nila ilang responsibilities."

(Dividing the group members based on what they can do and responsible enough to do the task.)

• *FGD-06 also mentioned that:*

"Akong mga strategies maam, is mag assign ug mga buhatonon para naa puy trabaho ang tanan."

(One of my strategies is to assign tasks so that everyone has something to work on.)

The participants also emphasized on reducing overburden to certain individual and breaking up tasks into smaller groups to create a harmonious and cooperative work atmosphere. Dividing the group's members into those who can perform specific duties well and others who might find them difficult, the group can make the most of each person's strengths. FGD-05 also shared that:

"Akoa maam, kay gina-divide nako siya, then sa amoa man gud maam, nay second, ay nay leader maam, like ginalahi ang kabalo ug dili kabalo. And mahapsay siya kay katong mga dili kabalo imuhang ma kuananan."

(Dividing the group according to who can do the task and those who cannot do the task to facilitate easily.)

Teams must understand the benefits of a divided task in which each member's contributions are valued and commensurate with their skills to encourage a sense of shared accountability and accomplishment among team members in addition to facilitating the fast execution of tasks.

➤ *Extending Patience to Groupmates*

The emphasis on patience in group work suggests that effective collaboration demands a commitment to overcoming obstacles with perseverance in addition to speaking to the avoidance of performance failure. This was supported by the statement of IDI-01 that said:

"Ginatas-an nako akoang pasensya, magsabot mi ga mag cooperate para nice ang result."

(I extended patience and agreed to cooperate to come up with a nice result.)

- *IDI-02 also shared that:*

"Kinahanglan lang gyud, it needs a big patience, kay ug wala dakong pasensya, mahulog na murag mafailure or mapalpak ang performance."

(It really requires a lot of patience without patience, it might lead to the failure in performance.)

- *IDI-07 also said that:*

"Ang akong lang jung gibuhay, mo-understand lang gyud sa ilaha sabton nalng jud namo ang usag-usa, para ang kadtong mga idea nga among na gather is kanang, ma come up namo siya, nga kanang amoang buhaton sa a group."

(Understand the team members to conclude what will be the best for the group.)

Individual skills have a significant role in a team's success, but the team's ability to work well with a range of personalities and foster an environment where everyone feels valued and understood also plays a big part.

➤ *Maintaining Good Communication*

The participants were also drawn to the realization that effective cooperation is dependent on the construction of clear communication channels and the willingness of team members to actively consider and carry out each other's suggestions. Consequently, a cooperative and harmonious working environment is more likely to thrive when there is an open discourse and shared decision-making culture. IDI-05 stated that:

"Ang isa po maam, making communicate sa imuhang members, imuhang iingon, imuhang i-consider ilang mga suggestions, and also po imuhang mga suggestions."

(One thing is making sure to communicate with your members, listen to what they say, consider their suggestions, and provide your own suggestions.)

- *IDI-07 also shared that:*

"Una, is mag tapok mi then, ang ika duha mag introduce ko sa topic or mga ideas, and then mag storya ko, then mag share pud sila sa ilang tanang opinion para magather namo tanan."

(First, we gather, and then, secondly, I introduce the topic or ideas. I share my thoughts, and then they also share their opinions so that we can collectively gather everything.)

- *FGD-06 mentioned that:*

"Sa group activities, mag contribute mi ug sariling idea ug opinion para madali ang ano sa among activity para i-present namo sa among teachers."

(In group activities, we contribute our own ideas and opinions to facilitate the progress of our activity for presentation to our teachers.)

The ability to communicate openly and incorporate a diversity of opinions is not only useful for the smooth performance of tasks, but it is also essential to the creative and intellectual depth of the collaborative process. Thus, effective communication and idea sharing lay the foundation for a dynamic and productive team atmosphere.

➤ *Establishing Support System*

The students also believed that interpersonal relationships play an important role in dealing with challenges. When confronted with a dilemma, the emphasis on obtaining advice from family, friends, and teachers demonstrates that individuals realize the value of varied perspectives and experiences. This was supported by the statement of FGD-01:

"Akoang maam, kay sa akoang problems, naga share jud ko sa akoang family. Then ing-ani, kung nay activity as a group, naga-share kog ing-ani, unsaon man ni pag handle. Gintambagan ko nila nga trust yourself...kaya lage nimo."

(I share my problems to my family, I shared how I handle group activities, and they gave me advises that I can do it.)

• *FGD-03 also shared:*

"Sa akoang friends, kay gina share nako unsa ang mga problems sa akong grupo, then ila jud kung ginatabamgan ko Kung masuko man gud ko, murag, ang out sa akoang baba kay sakit and dili nako mabantayan, so, gina-ingan koniila na avoid gyud masuko kay kabalo sila unsa akong ugali. Sa akoang family, labi na sa akoang mommy, kay kanang every uli nako sa balay kay gina-ask ko niya unsa akong ginahimo every day, kumusta akong school. Ing-ani, ing-ana, dili man ko sanay ana sauna pero... so, mao to pag-abot sa iyaha, gina-share nako sa iyaha tanan mga problems, tas iyaha kong gina help kung kinsa ang mga doolon para mahuman na nga mga props, mga projects, mga steps sa sayaw, mao to kay helpful jud kayo ang family. Tas ang teachers, ang teachers, ginatambagan ko nil ana makaya lage nako na sa pag lead sa team, nya sa paghimo ug nice nga output."

(With my friends, I share the problems in our group, and they listen to me. With my family, especially my mom, every time I come home, she asks me about my daily activities, how my school is going. I share all my problems with her, and she helps me figure out who should take on the tasks to finish the props, projects, dance steps, and it's helpful having a supportive family. And with the teachers, they assist me in leading the team and creating a nice output.)

Building a support network is about more than just accepting help. Thus, a network of support can be a source of strength when things go tough. FGD-04 also mentioned:

"Friends and teachers po. Sa akong friends, whenever I rant to them, they will volunteer to help sa kung asa taman ang kaya nila buhaton. Sa mga teachers' pud, gina guide ko nila kung unsaon pag handle akoang mga classmates. "

(With friends and teachers, whenever I rant to my friends, they volunteer to help with whatever they can do. With teachers, they guide me on how to handle my classmates.)

Individuals can improve their own capacities and overcome obstacles more effectively by reaching out to others for help and drawing on their support and inspiration. Furthermore, the emotional support and inspiration that come from relationships with others can be a strong motivator, enabling people to overcome obstacles with resiliency and determination.

➤ *Motivating the Groupmates*

Creating a good and supportive environment in which people feel appreciated and motivated not only improves the overall team dynamics, but it also serves as a catalyst for great achievements. This was supported by IDI-01 who shared that:

"I-motivate nako sila para mag praktis. Uhhh, kanang, magsabot mi. magsabot mi sa mga members nga mag-cooperate para nice ang result. "

(I motivate them to practice. Hmm, we talk, we discuss among members to cooperate for a nice result)

- *IDI-05 also said that:*

"i-encourage nimo sila na making cooperate sa inyuhang group."

(Encourage them to collaborate effectively within the group.)

- *IDI-06 also mentioned that:*

"Gina encourage lang jud nako permi akong mga groups, and by pray, ay trough prayers and dala napud sa lihok sa tao, gina-encorage gyud nako permi akong groups, dili nako sila gina down gani"

(I always encourage my groups, and through prayers and the example of my actions, I consistently uplift and encourage them. I never bring them down.)

The emphasis on motivating, encouraging, praising, and inspiring team members suggests an understanding that individual and collective performance is influenced not only by skill and effort but also by the emotional climate within the team. Accordingly, team members are more likely to work well together and provide creative ideas when they are inspired.

C. Insights Drawn from the Students in Group Performance-Based

➤ *Tasks in Physical Education*

After a thorough analysis of the responses of the participants about insights that can be drawn from the students in group performance-based tasks in physical education, the following themes emerged: (1) Teachers’ Instruction and Management in Group Tasks (2) Inculcate the Value of Teamwork (3) Valuing Inclusivity and good Communication, (4) Cultivate Good Values in Engaging Group Tasks, and (5) Provide Learners with Skill Development Activities.

Table 3 shows the different core ideas that expound on each essential theme shared by participants during the interview.

➤ *Teachers’ Instruction and Management in Group Tasks*

The participants also discussed the diverse roles that teachers play in creating a welcoming and fair learning environment that supports the development of individuals as well as groups. Further, students discussed the possible advantages of having teachers’ emphasis on developing leaders.

Table 3: Major Themes and Core Ideas of the Insights Drawn from the Students in Group Performance-Based Tasks in Physical Education

Major Themes	Core Ideas
Teachers’ Instruction and Management in Group Tasks	<ul style="list-style-type: none"> • Train and mentor leaders to enhance group performance outcomes. • Concentrate on learning students’ needs and abilities instead of putting so much pressure on them. • Evaluate each student separately in group activities to encourage them to work on their responsibilities. • Be present throughout group activities to motivate students to remain focused and involved.
Inculcate the Value of Teamwork	<ul style="list-style-type: none"> • Teamwork and active participation are the keys to a successful performance. • Inculcate cooperation among students. • Work together as a team to attain smooth and successful outcome. • Promote mutual support and teamwork.
Valuing inclusivity and good communication	<ul style="list-style-type: none"> • Members should be given an opportunity to share ideas and suggestions for the group. • Encourage openness and emphasize the importance of sharing freely without fear. • Effective communication is important for better understanding and improved outcomes. • Produce a better result if they value open communication and are open to the thoughts and opinions of others.
Cultivate Good Values in Engaging Group Tasks	<ul style="list-style-type: none"> • Develop self-confidence and self-reliance from groupmates to produce positive results. • Gain self-confidence, self-belief, and task management to produce favorable results. • Encourage to gain confidence and the acquisition of knowledge to tackle challenges and present effectively.
Provide Learners with Skill Development Activities	<ul style="list-style-type: none"> • Give dance classes with skilled dancers to increase their dancing skills. • Provide the students with confidence boosting activities. • Provide students with opportunities to showcase their talents, such as skill-based days.

The idea that leaders may effectively train and guide other members of a group. It emphasizes how crucial leadership is as a facilitator of efficient dialogue, mentoring, and general group cohesiveness in an educational environment. The statement is supported by the statement of IDI-04 which shared that:

"I think, kanang sa teacher, kana siguro i-trained ang mga leader ug tarong unya tudloan unta ang mga members ug tarong. "

(For the teachers, train leaders so that they can then instruct the members effectively.)

The participants have conveyed their hope that excessive pressure is avoided on students. The need to recognize and adjust to each student's distinct abilities is emphasized. This implies a dedication to cultivating a constructive and comprehensive educational setting where learners can flourish without experiencing overload, IDI-05 said that:

"Kanang unta dili mag hatag ug pressure, dili sila mag pressure sa mga students, and i-understand kung unsa ang kaya sa ilang mga students. "

(Hopefully students will not be given too much pressure and should be understood according to their capabilities.)

In addition, the participants advocate for a customized assessment strategy during group presentations to guarantee that every student gets an equal chance to demonstrate their comprehension and contributions. This approach supports an atmosphere that recognizes the distinctive contributions made by each student to the learning process, which is consistent with the values of equity and inclusivity. It is supported by the statement of FGD-01:

"Ang musuggest nako, every time unta mag report, pero individual ang grades, mas nindot man gud siya kay para mulihok sila para mahatagan pud sila ug opportunity."

(It would be nice to individually assess the students during group reporting so that everyone will have the opportunity.)

Participants also expressed concern about the potential lack of supervision if students are left alone. The necessity to supervise the students is to ensure that they remain focused on their educational task. FGD-07 mentioned that:

"And sa kana pong MAPEH day pud maam, gusto nako dili mi biyaan sa teachers, kay sometimes man gud, once biyaan na sa teachers, ang mga boys kay muadto ug canteen. "

(Teachers should not leave us unsupervised. Sometimes, when left on our own, the boys tend to go to the canteen.)

Effective teaching in group-performance assignments includes not only imparting knowledge but also supervising and assisting students in group projects. This implies that teachers are essential in establishing a positive learning atmosphere, recognizing the unique requirements of each student, promoting equity, and developing motivation.

➤ *Inculcate the Value of Teamwork*

The students placed a strong emphasis on cooperation, active engagement, and teamwork to achieve effective results in a group context. Considering the importance of collaboration in achieving success, participants urged individuals to actively participate in group tasks. IDI-01 mentioned that:

"Teamwork, kay dili man ma perfect ang performance kung walay teamwork. Kuan, dapat dili ka mag ulaw-ulaw, dapat active ka. Kay ug maulaw, wala gyud mabuhat, walay mabuhat."

(Without teamwork, performance would be far from perfect. Be active. If you are embarrassed, nothing will be accomplished, and nothing can be done.)

Furthermore, participants emphasize the importance of collaboration in simplifying tasks and making the entire workload more manageable. Students recognize that when individuals collaborate harmoniously, they can increase efficiency and effectiveness in their academic efforts. It is supported by FGD-02:

"Akong masulti sa lain is kanang makipag-cooperate lang jud, kay as a student, nga kabalo naman jud ka once kung magkipag cooperate sa isat-isa mas madali gyud ang trabahoon, mao rajud na akong mahtag sa liang student nga mag cooperate."

(As a student, just cooperate. When you cooperate with each other, the work becomes much easier. That's my advice to fellow students, cooperate.)

- *FGD-04 agreed:*

"For me, working together will always be the best option po. By working together, we can accomplish things smoothly not alone but together. Teamwork."

(For me, working together will always be the best option. With teamwork, we can accomplish things smoothly, not alone but together. Teamwork)

Effective group work depends on everyone working together, supporting one another, and being respectful of one another's viewpoints. It emphasizes the idea that the fundamental goal of group activities is to create a cooperative environment in which individuals work together to achieve a common goal.

IDI-06 also said:

"Group activity is all about all about helping each other, and dria pud ma base ang teamwork."

(Group activity is all about helping each other, and teamwork.)

When people collaborate as a team, the resultant collective synergy facilitates more effective problem-solving, streamlined workflows, and the discovery of worthwhile solutions. Essentially, a peaceful and cooperative team dynamic is essential to delivering high-quality and productive outcomes.

- *Valuing Inclusivity and good Communication.*

Participants also pointed out that effective group dynamics are built on leadership that emphasizes the team's shared goals, encourages active engagement from all members, fosters an open communication culture, and cultivates self-control in individuals. The participants also emphasize the necessity of listening to others' perspectives in a collaborative situation. It emphasizes that leadership entails more than simply one person's viewpoint and that a leader must evaluate and value the input of the entire group. IDI-07 mentioned:

"Kung leader pud ka, matuto pud ka na maminaw sa opinion sa uban, kay dili raman pud ikaw nalang tanan, ug dili rapud kanang imuhang nalang opinion ang dapat sundon. So dapat imuha gyud silang hatagan nimo silang time na mag storya kung unsa ilang gusto buhaton, ug unsay ilang ma come up nga ideas para sa inyuhang group."

(For the leaders, learn to listen to the opinions of others because it is not just about you, and it is not just your opinion that should be followed. Members should be given time to talk what they want for the group.)

On the other hand, participants encourage openness and emphasize the necessity of freely exchanging thoughts without reservation. It indicates that creating a culture in which people feel comfortable sharing their ideas leads to a more dynamic and innovative environment. FGD-02 shared that:

"Also, maghtag ug idea, dili mahadlok maghatag."

(Do not hesitate to share idea.)

In addition, participants highlight the importance of communication in generating greater understanding and outcomes. It implies that excellent communication plays an essential role for creating clarity and mutual understanding among individuals working together. FGD-03 mentioned:

"Ang akong ma share sa akoang mga classmate or insight is, communication is a must jud. If mag communicate mo mas magkasinabot mo and mas mo-nice gyud ang outcome sa inyuhang output."

(Communication is a must. Because if you communicate, you'll understand each other better, and the outcome of your output will be much better.)

- *FGD-04 also agreed that:*

"Akoa pud maam, is communication pud, para and always be open to hear the ideas and opinions of others and trust yourself."

(For me as well, ma'am, it's communication too. Always be open to hearing the ideas and opinions of others and trust yourself.)

In general, a group's capacity to succeed depends on creating an atmosphere where members are encouraged to express themselves freely and feel heard and appreciated. Group synergy is maximized and a collaborative environment that fosters idea sharing, shared success, and a sense of collective ownership is fostered by appreciating the importance of each member's voice.

➤ *Cultivate Good Values in Engaging Group Tasks*

Students recognize the value of self-confidence, self-belief, and self-reliance, emphasizing that a healthy group is made up of individuals who not only actively contribute but also feel individually empowered to face obstacles and take on responsibilities. This is supported by the statement of FGD-02:

"Dili mahadlok once mag reporting ka, like kung naa ka sa atubangan, makahatag kag idea, advises, lami kayo na sa feeling. confidence akong ma advise, dghan man gyud maulaw na ipagawas nato atong confidence."

(Do not be afraid, when you are in front, when you can give ideas and advice, it would be a good feeling. I advise you not to be embarrassed showing your confidence.)

Also, participants emphasized self-trust and self-belief, implying that having faith in oneself can lead to great consequences. It emphasizes the need for self-confidence and positive self-belief as necessary components for overcoming obstacles and achieving goals. FGD-03 mentioned to:

"Trust yourself, kay ug i-trust nimo imuhang self na kaya nimo mahimo, Makaya nimo ug handle, Makaya gyud nimo ug human para nice ang outcome."

(Trust yourself, gain self-belief and you can do it with good outcomes.)

- *FGD-06 also Added:*

"For me maam, ang ma advise nako is to be confident and have the knowledge to solve solutions. Kay if naa ka ana dali raka makareport sa atubangan and para dili naka mag libo sa imuhang i-present."

(For me, ma'am, my advice is to be confident and have the knowledge to solve problems. If you have that, it will be easy for you to report in front, and you won't feel lost in presenting your ideas.)

Individual empowerment is important not only for personal progress, but also for the group's ability to achieve constructive and favorable results. In essence, the phrases emphasize the harmonious connection between individual development and group achievement.

➤ *Provide Learners with Skill Development Activities*

The students also mentioned that a comprehensive educational experience involves not only skill development through expert instruction but also platforms for students to exhibit their talents. This was supported by the statement shared by IDI-04:

"I think, kanang murag mag suggest ug mga kabalo musayaw, mga dancers na kabalo mag tudlo, dance workshops para ma improve ang mga skills sa mga students."

(I think it would be helpful to have skilled dancers who can teach dance workshops to improve the students' skills.)

Participants expressed a desire for activities that would enhance students' confidence. This means that it is critical to promote not only academic growth but also personal development. Incorporating confidence-building activities into the educational experience acknowledges the comprehensive nature of student well-being. IDI-05 stated that:

“Like kanang mga students, unta naay mga activities na maka pa boost sa ilang confidence.”

(It would be great if there were activities for students that could enhance their confidence.)

In addition, participants suggested to establish a particular day for students to show off their abilities, suggesting a need for a platform that honors and recognizes the different talents of the school population. As it will demonstrate a commitment to creating a more lively and supportive learning environment that values and appreciates the student population's many skills. FGD-07 suggests that:

"Ang ma suggest nako, gusto nako kay mag kuan sila ug day, gusto nako mag kuan sila ba, kung unsay skill sa students.)

(My suggestion is they should designate a day where students can showcase their skills.)

A supportive learning environment should attend to students' creative well-being in addition to their academic and skill-related needs. Hence, an inclusive and encouraging educational strategy that fosters both skill development and holistic growth is needed.

CHAPTER FIVE DISCUSSION

This chapter presents various authors' thoughts and concepts, as well as the results of the study, implications regarding instructional approaches, and recommendations for further research.

The goal of this phenomenological study was to explore the lived experiences of the students in group performance-based tasks in Physical Education, as well as their coping mechanisms and the insights that can be gained from their experiences. It utilized in-depth interviews and focus group discussions on gathering relevant data from the participants using a valid questionnaire. It answers the research questions of the participants who have given the researcher essential information and have conducted thorough research with the help of the experts.

A. *Lived Experiences of Students in Group Performance-Based*

➤ *Tasks in Physical Education*

After a thorough analysis of the responses of the participants about their lived experiences in group performance-based tasks in physical education, the following themes emerged: (1) Observation of Strengthened and Happy Relationships among Groupmates, (2) Struggles in Time Management, (3) Observation to Uncooperative Members, (4) Over-Reliance on Leaders, (5) Difficulties in Maintaining Discipline among Members, (6) Conflicts in Group Dynamics, and (7) Issues in Mental Health.

➤ *Observation of Strengthened and Happy Relationships among Groupmates*

Amidst the challenges of group performance tasks in Physical Education, participants also shared positive experiences that enhanced their participation. Students indicated feelings of joy and happiness from these pursuits, suggesting that the hands-on and group aspects of the assignments enhanced their overall happiness. In Physical Education, group performance activities with dynamic and interactive aspects fostered an environment where learning was not only informative but also enjoyable for the participants.

According to Harrity (2023) relationships can be formed through working together, people engage, communicate, and depend on one another to succeed when they work in group settings. In addition to providing opportunities for people to get to know one another better, collaborative learning also fosters the growth of new friendships and the fortification of current ones. These connections can improve mentorship relationships and have a good effect on both personal and professional encounters, raising morale.

Also, students' sense of camaraderie was enhanced by group performance tasks, which gave them chances to strengthen their bonds and develop new partnerships. Further, individuals can form relationships and connect with others through group work. It encourages good communication, teamwork, and the ability to compromise and settle disagreements. Team camaraderie improves productivity, creativity, and problem-solving abilities as it also fosters a sense of belonging and unity among the group, making collaboration more fun and fruitful (Williams et.al., 2023).

In conclusion, the good experiences that participants in physical education group performance-based tasks expressed highlight the many advantages that go beyond academic results. In addition to enhancing students' personal enjoyment, these activities are vital in helping them form deep connections with one another and develop a feeling of community. Thus, the use of cooperative learning tactics to help students develop their social skills appears to be promising (Larson, 2022).

➤ *Struggles in Time Management*

The diverse challenges faced by students in managing their time when working with groups in Physical education emerged. The hurdles encountered include balancing household responsibilities and academic obligations, maintaining practice schedules, punctuality issues, and extra-curricular commitments which hinder the progress of the completion of the tasks. The difficulty increases when students must deal with overlapping group activities from different topics.

Time limitations are a common problem for students, and they can be caused by several things, including extracurricular activities, family obligations, and poor time management. As a result, students who are pressed for time may procrastinate, give less importance to assignment deadlines, and experience more stress. Time planning becomes essential to avoid conflicts and allow students to participate in each group activity without feeling overwhelmed or stretched too much (Santelli, 2020).

Further, Hasanah (2019) mentioned that Junior High School students struggle with time management, particularly in terms of responsibility in learning, organization, and extracurricular activities. Thus, time management is an important self-regulation process in which students actively regulate their participation in activities to achieve their academic goals (Wolters et.al., 2020).

➤ *Observation to Uncooperative Members*

The participants also expressed that working in a group is a challenge and inefficient to be with uncooperative group members. The participants revealed that there are unproductive collaborations due to members who failed to follow and refused to listen. The recurring issue of uncooperative team members impedes task accomplishment.

Moreover, members who fail to contribute to the group can have a detrimental impact on its dynamics. When they fail to actively engage in conversations or offer insight during decision-making, they could be a contributing factor to bad group dynamics. Difficult people detract from the purpose and goals of a group, team, or committee. They prioritize their own self-interest over the needs and well-being of others (Dowd, 2021).

This lack of participation might impede the group's capacity to successfully explore various alternatives and disrupt the flow of information. One potential flaw is the potential for social loafing, in which certain group members depend entirely on the efforts of others to do the work and contribute less than others or not at all (Kriesna, 2023).

In general, non-participating members can lower their group morale and participation while hindering the completion of a project. Thus, students who work in groups not only optimize their own learning but also gain from the varied viewpoints and expertise of their classmates (Gillies, 2022).

➤ *Over-Reliance on Leaders*

Another significant issue that participants in a group encountered was the existence of individuals who demonstrated an excessive dependence on group leaders, resulting in an uneven distribution of duties and an excessive workload for those occupying leadership positions. The reluctance or unwillingness of some group members to actively contribute or share ideas left leaders with the task of resolving all responsibilities.

According to Becker (2023) over-reliance is defined as an excessive reliance or dependence on a single leader or individual within a team or organization. Over dependence on a single leader can result in problems such as lack of collaboration, limited autonomy for team members, and the possibility of micromanagement. It is widely seen as a challenge or stumbling block in leadership since it can impair team dynamics, innovation, and overall organizational effectiveness.

The imbalance in the group does not only hinder the leaders but also hinders the overall efficiency of the group, potentially leading to subpar outputs. The unequal engagement in which some people contribute less than their peers can have a negative impact on group and individual learning results. Furthermore, it can cause dissatisfaction among group members and undermine the unity of the group (Strau et.al.,2021).

➤ *Difficulties in Maintaining Discipline among Members*

The students engaged in group performances in Physical Education found themselves facing a range of challenges when it came to upholding discipline within their teams. A notable issue that surfaced prominently was the difficulty in managing and curbing disruptive behaviors exhibited by certain group members. These behaviors manifested in various forms, such as stubbornness, mischievous conduct, indifference, and a perceived sense of hardheadedness. Furthermore, participants also mentioned incidents of disobedience and refusal to listen among certain group members. This defiant behavior may have had a domino effect, breaking the rhythm and coherence of the entire group during performances.

According to Bodo (2020) indiscipline can take many different forms, accordingly it is important to identify and deal with it there to promote healthy, orderly growth that will benefit the learner for the rest of their lives. According to Kieth (2023) most groups lack discipline, members who seem not to follow through on the agreed-upon approach for reasons we commonly attribute to as problems; they appear to lack of discipline. A failure in maintaining discipline appears to be an issue with responsibility when the people in the group have the necessary abilities and motivation to accomplish the job.

To promote a more disciplined learning environment in the classroom and improve students' performance in group projects, it is generally necessary to address negative behaviors among classmates. Creating a healthy environment, employing authorized disciplinary procedures, and encouraging positive motivation are all examples of effective discipline techniques (Ruswanati, 2022). Therefore, discipline is required to enhance learning and provide better group project outcomes.

➤ *Conflicts in Group Dynamics*

A significant challenge that surfaced during group collaborations was the frequent occurrence of misunderstandings stemming from divergent opinions among group members. The diverse range of perspectives, assessments, and personalities within the group often led to conflicts or divisions, hindering the seamless progress of collaborative projects. The clash of opinions, particularly when members hold disparate views, is not only a source of confusion but also a source of disagreement within the group.

The unity of the group is significantly harmed by disagreement inside the group. The inherent diversity in opinions and approaches, while valuable for generating innovative ideas, can also become a potential source of tension. The challenge arises when group members struggle to find common ground or fail to reach a consensus on the best course of action. This lack of agreement can result in internal conflicts, slowing down the decision-making process and impeding the overall efficiency of the group (Manata et.al., 2022).

Conflicts will always arise when dealing with a group of people. Conflict in a group encompasses the different expectations, viewpoints, and workloads of the other members. However, conflicts may ignite productive discussion and educate individuals how to address significant problems by coming to compromises or providing stronger arguments (Wimbush, 2021). As disagreements during group work have an impact on teaching and learning processes, teachers should identify and resolve them (Sim et.al., 2021).

➤ *Issues in Mental Health*

Students revealed that substantial difficulty and stress are experienced when presented with group performance-based tasks, existence of delinquent group members was one of the noticeable factors. Certain group members' lack of commitment or non-participation not only affects the quality of the group's output overall but also puts an unfair load on the accountable and committed members. This dynamic has the potential to exacerbate tension, impede teamwork, and produce a result that is not ideal for the group.

Stress is a student's internal and external response to challenging or potentially harmful circumstances when they engage in group activities. Stress can be a motivator when used appropriately, but too much or frequent stress can be detrimental to one's mental and physical health (Frietas,2023).

According to a study, stressors associated to group activities caused moderate to severe stress in 88.3% of the students. This suggests that group activities have a substantial impact on students' overall stress levels. Thus, students need to have strong coping mechanisms and effective stress management to succeed in the classroom (Al-Shahrani et.al, 2023).

B. Coping Mechanisms of Students in Group Performance-Based

➤ *Tasks in Physical Education*

After a thorough analysis of the responses of the participants about coping mechanisms of the students in group performance-based tasks in physical education, the following themes emerged: (1) Exercising Proper Time Management, (2) Distributing tasks and Assignments, (3) Extending Patience to Groupmates (4) Maintaining Good Communication, (5) Establishing Support System, and (6) Motivating Groupmates.

➤ *Exercising Proper Time Management*

Participants in Physical Education responded with adaptive methods to the difficulties they faced in group performance-based tasks. Students mainly concentrated on efficient time management to guarantee the timely and successful completion of tasks. Implementing systematic planning through the construction of to-do lists and planned chores was one important strategy. Students were able to minimize the impact of competing duties by properly allocating their time and organizing their priorities by providing clear objectives and breaking down work into manageable pieces.

Further, Ahmad et.al (2019) noted that effective time management is essential for raising students' achievement and performance. Time management is a skill that every learner needs to be familiar with and proficient in if they want to achieve better outcomes. Also, Auld (2023) mentioned that effective time management techniques include having a clear goal at the outset, making a master schedule, starting assignments early, dividing up big activities into manageable parts, avoiding multitasking, reducing distractions, and taking regular breaks.

The creation of a regular schedule was another essential component of their time management approach. Participants understood how crucial it was to approach task completion consistently. In addition to addressing the current time restrictions, this preemptive planning helped the group tasks be completed with a more balanced and sustained effort. Participants also made the most of every opportunity to practice and finish tasks. Understanding the importance of making the most of free time, students took advantage of any opportunities to practice and polish their contributions to the group performance in between courses or other obligations. Further, according to a study, students' perceptions, organizing their time in advance has improved their academic achievement (Alyami et.al., 2021). Thus, this creative use of the participants' time showed a dedication to the project's success and exhibited their ability to overcome time-related obstacles.

➤ *Distributing tasks and Assignments*

Group members expressed a strategic approach to properly managing a significant workload, acknowledging that it is inevitable. Participants emphasized the value of distributing and dividing up duties among group members, acknowledging that collaboration frequently requires a significant amount of work. By distributing the jobs fairly, the group was able to avoid an imbalance in workload and developed a sense of shared responsibility.

In group projects, giving group members defined responsibilities can help to improve team effectiveness and efficiency by reducing typical issues including dominance, lack of contribution, and expectations that aren't met. When roles are assigned, students perceive better structure and follow through on choices and action items, which improves team performance (Meyst, 2023).

Also, participants recommended dividing larger tasks into smaller, more manageable ones to increase efficiency even further. Given the division of labor, the workload was approached methodically, enabling each team member to concentrate on certain tasks without feeling overburdened by the project. According to Indeed Editorial (2022) organizing work into smaller, more achievable objectives increases productivity, decreases overwhelm, and boosts efficiency.

Through such a delegating technique, everyone's abilities could be maximized, and all required tasks could be completed efficiently. Additionally, this improved the collective performance of the group as well as the number of individual contributions. As mentioned by Dixon (2022) effective delegation enables duties to be distributed among team members and is a crucial leadership ability. Delegating fairly entails considering each person's assets, liabilities, objectives, and commitments. It's important to make sure that each person can contribute significantly without feeling overburdened, not that everyone should have the same responsibilities or workload.

➤ *Extending Patience to Groupmates*

Amidst the difficulties of collaborative performance-based tasks in Physical Education, participants emphasized the need to develop patience as an essential strategy to attain positive results. Aware of the difficulties that come with working together, participants stressed how crucial it is to be patient with one another. This strategy required accepting and understanding the various personalities and behaviors among the group members, even when misbehavior or a negative attitude was displayed.

According to Herrity (2023) being patient can help people set goals, work with teammates more successfully. The understanding of the importance of patience in forming group dynamics brought attention to its critical significance. Participants realized that being impatient could make disagreements worse and make it more difficult for the group to communicate effectively. People tried to create a more understanding and accepting environment by being patient, which helped the group overcome obstacles by thinking as a unit.

In addition, patience acted as a uniting factor that made it possible for the group to recognize these distinctions, encouraging amicable working relationships and improving the group dynamic. Members of a team can work peacefully and build solid, cooperative connections in a patient environment (Wooll, 2022).

➤ *Maintaining Good Communication*

Participants emphasized that successful completion of group performance-based tasks in physical education is mainly reliant on efficient communication. Participants emphasized the importance of communication, pointing out that it acted as a spark to promote cooperation among group members. A collaborative environment where people felt at ease exchanging thoughts, opinions, and insights was made possible by open lines of communication, which eventually helped the assignment be completed successfully.

Participants observed that more lively and productive conversations resulted from creating an atmosphere where team members felt comfortable sharing their opinions. This open line of communication encouraged the sharing of ideas and made sure that every member's opinion was recognized during the more inclusive decision-making process.

As mentioned by McDuffee (2023) successful teamwork involves effective communication, which calls for deliberate practice, clear messaging, and active listening in both in-person and distant settings. Additionally, while respecting individual limits, establishing explicit communication norms and expectations within a team helps reduce misunderstandings and improve overall communication flow. Fostering open and fruitful communication also requires promoting team members' emotional resilience, empowerment, and active involvement in meetings.

Furthermore, it was believed that efficient communication could boost the efficiency of group presentations. To minimize misunderstandings and improve the group's general cohesiveness, it was imperative that ideas, expectations, and feedback be communicated clearly to all members of the group. The participants realized that a better coordinated and polished group performance was based on a shared understanding that was fostered by good communication.

According to Satam (2023), students that communicate well with one another are also more likely to collaborate, which promotes teamwork and the sharing of different viewpoints. In the educational community, fostering healthy relationships through communication improves engagement, motivation, and general well-being. Furthermore, effective cooperation and teamwork require effective communication as a core skill. The capacity for active listening, effective concept communication, and opinion negotiation is essential in today's globalized society.

Students gain from having excellent communication skills in a variety of ways, including increased academic performance, relationships, cooperation and teamwork, confidence, and self-expression, and enhanced critical thinking and problem-solving skills (Lancehgs, 2023)

➤ *Establishing Support System*

Participants in Physical Education group performance-based tasks identified the value of having a support system as a valuable coping technique. Seeking advice, support, and guidance from a variety of sources, such as family, friends, and teachers, has emerged as a critical method for overcoming the obstacles that come with joint endeavors. The participants felt that reaching out to a support network gave them the confidence and motivation they needed to generate high-quality work.

Kapil (2020) has stated that acquiring a strong network of like-minded, trustworthy, and respected individuals for support is crucial, so you have individuals you feel comfortable talking to about what you're going through and any assistance you might need. These people can be friends, family, neighbors, instructors, clergy, or fellow students.

In addition, having a solid support system to lean on gave one a sense of security and lessened the sensation of being overwhelmed. Having a strong social support network can increase your sense of autonomy and self-worth, which in turn can help you deal with challenges more effectively. Emotionally stable friends and family that believe in your abilities and can assist you in concentrating on the next actions to take to resolve your issues (American Psychological Association, 2022)

In general, family, friends, and teachers provided motivational fuel in the form of support and guidance, which motivated participants to overcome obstacles and maintain focus on their objectives. As mentioned by Juguilon (2023) learners who received high-quality family assistance outperformed those who received less. Parents should encourage their children's early education at home as well as active involvement and participation in school.

➤ *Motivating Groupmates*

Participants in Physical Education group performance-based tasks underlined the importance of motivation and encouragement in building a collaborative and productive team dynamic. Individuals believed that constantly motivating teammates and providing regular support was critical to establishing effective teamwork and the execution of high-quality work.

More so, Hawthorne (2023) stated that motivated students exhibit goal-oriented behaviors. They take charge, are resilient, use their curiosity, and treat their work with respect and attention. They have the tools necessary to plan their own educational path. Motivation aids in concentrating attention on a crucial objective or result. By doing this, individuals become less affected by potential distractions and can focus for extended periods of time.

Encouraging teammates meant giving the team a feeling of direction and excitement. Consistent encouragement was also found to be an effective strategy for preserving a positive team environment. As mentioned by Crawford et.al (2022) encouragement of teammates can have a variety of beneficial consequences on team dynamics and performance. It makes them feel supported and motivated, which can enhance confidence and overall state of mind. As a result, individual and team performance may improve. It promotes camaraderie and togetherness among teammates by making them feel valued and respected. When teammates are encouraged, they are more likely to collaborate, communicate effectively, and work together to achieve team goals.

Further, the participants emphasized the importance of praising and acknowledging their teammates for their efforts. This positive reinforcement not only acknowledged individual achievements, but also motivated team members to strive for continued success. Praise acted as a motivator, promoting a sense of accomplishment and instilling confidence in group members. Giving praise is an effective way to show thanks that can strengthen bonds, enhance wellbeing, and stimulate learning (Rowell, 2023).

C. *Insights Drawn from the Students in Group Performance-Based*

➤ *Tasks in Physical Education*

After a thorough analysis of the responses of the participants about insights that can be drawn from the students in group performance-based tasks in physical education, the following themes emerged: (1) Teachers' Instruction and Management in Group Tasks (2) Inculcate the Value of Teamwork (3) Valuing Inclusivity and good Communication, (4) Cultivate Good Values in Engaging Group Tasks, and (5) Provide Learners with Skill Development Activities.

➤ *Teachers' Instruction and Management in Group Tasks*

Students also have discussed the diverse roles of the teachers in implementing the group performance-based tasks in Physical Education. Participants stressed how crucial it is for teachers to actively support students in overcoming the difficulties that come with group projects. Students believed that teachers may help create a more productive and enriching learning environment for students by doing this and offering their knowledge, advice, and thoughts.

According to Ferlazzo (2022) teachers must provide a supportive and inclusive environment in which all children can thrive in group interactions. Setting clear objectives and norms, offering structure and routines, monitoring and assessing group work, and providing feedback and direction are all part of effective group management.

Effective group performance-based task instruction entails not only providing content but also overseeing and monitoring students in group projects. According to Oerlemans (2021) monitoring allows teachers to assess the success of group work and, if necessary, change their educational tactics. Teachers can discover areas for additional instruction or clarification by evaluating students' interactions and development. Eventually, monitoring students while they work in groups helps teachers to provide direction, support, and feedback to ensure that all students are actively participating, learning, and reaching the desired learning outcomes.

Thus, teachers have an important role in creating a comfortable learning environment, recognizing each student's individual needs, encouraging equity, and developing motivation.

➤ *Inculcate the Value of Teamwork*

The ideas of cooperation, active participation, and teamwork were strongly emphasized by the students as essential elements for attaining successful outcomes in a group setting. They emphasized the significance of cooperating to achieve a common objective, realizing that the success of group work depended on the efforts of all participants.

Students emphasized that seamless individual collaboration is essential for successful group initiatives, with cooperation emerging as the cornerstone. Participating actively in the group process was found to be another important element. Participants emphasized how important it is for everyone to give their all to the job at hand and to be completely present and interested.

Achieving the end goal requires all team members to perform in harmony. When everyone in the team is working toward the same goal, teamwork strengthens relationships among members (Jhaveri, 2019). Additionally, students must be able to collaborate effectively. Their attitudes, behaviors, and actions must ensure that they will not only be dependable but also assist in directing the team's efforts toward achieving objectives. Enhancing collaboration among students can be achieved through group tasks and activities that create bonds. They start to respect and value each other's roles in the team when they are taught the importance of teamwork (Nair, 2020).

The students' focus on collaboration, involvement, and teamwork highlights their dedication to creating a cooperative atmosphere in group situations. These values, which honor different points of view and acknowledge the interdependence of all group members, serve as the cornerstone for successful and productive collaboration.

➤ *Valuing Inclusivity and Good Communication*

The significance of proficient leadership in fostering favorable group dynamics was emphasized by participants. Their observations indicate that the key to a successful group dynamic is an emphasis on shared goals, active participation from all participants, the development of an open communication culture, and the cultivation of personal self-control. It was acknowledged by the participants that each person is engaged and driven, which creates a dynamic and cooperative environment. People feel heard and respected in an environment where the priority is open and honest communication. The group's ability to share knowledge is improved by this open dialogue, which results in better informed decision-making. This strategy makes sure that different viewpoints are considered and that each team member feels appreciated for their contributions.

According to Martins (2022) good group dynamics lower the barrier to teamwork, which facilitates communication and collaboration. Working together might feel effortless when communication is easy. However, getting there requires help, practice, and patience.

Furthermore, effective communication is crucial; team members should all feel free to express their thoughts and opinions. Increased productivity, efficiency, and job satisfaction are all possible outcomes of effective teamwork. When properly handled, it can also foster a learning and development atmosphere where team members can identify their own advantages and disadvantages and cooperate to succeed (Lola, 2023).

➤ *Cultivate Good Values in Engaging Group Tasks*

In this study, participants emphasized the value of having confidence, self-belief, and self-reliance, emphasizing that members of a successful group are those who not only actively participate but also feel personally empowered to take on obstacles and fulfill duties. They understand that a strong group dynamic is reinforced when each member has self-assurance and independence, which helps each individual grow as well as the group's overall capacity to accomplish successful goals.

Values are defined as core concepts, conduct, and viewpoints that society regards as positive. It influences decisions, choices, and attitudes and can be influenced by things such as education, experiences, and culture (Gamage et.al., 2021).

According to McCain (2023) in group activities, students start to develop confidence as they become more motivated to take control over their studies and realize how they contribute to the learning of their group members. In a peer environment, students become more self-aware of their skills, which boosts confidence. With that confidence restored, students can reach even higher learning potential in the classroom.

In a review of Lone (2021), he noted that achievements begin with a sincere sense of self-confidence. A person cannot become successful with just knowledge and skills. Development, advancement, and success is all dependent on having self-confidence. Individuals who are self-assured consider themselves to possess leadership skills and to be emotionally mature, determined, optimistic, successful, independent, forward-thinking, aggressive, self-reliant, and self-assured.

Essentially, the students' understanding of the positive relationship between personal growth and team accomplishments emphasizes the connection between the accomplishment of group projects and the empowerment of the individual. When people in a group have self-assurance, faith in their own skills, and dependability, it builds a strong basis for group success and favorable outcomes.

➤ *Provide Learners with Skill Development Activities*

The student standpoints highlight a comprehensive approach to education that goes beyond typical skill development but with an incorporation of a platform for exhibiting distinctive skills. According to this perspective, a supportive learning environment is one that supports a student's development on all fronts, including creative, academic, and skill related. As a result, participants advocated for an inclusive educational environment that not only focuses on academic achievements but also provides avenues for students to showcase their unique talents and creativity.

According to Mittha (2021) inclusive teaching is focus on instructional approaches and exposing all students to a range of resources, tasks, and evaluations that encourage involvement and engagement are prioritized. Further, rich, and authentic learning activities are beneficial for every student. Without memorable experiences, education becomes uninteresting and forgotten (Parrish, 2019).

Furthermore, students with determination and motivation have the capacity to develop into exceptional individuals and high achievers. But for the students to express and grow in their abilities, thoughts, and creativity, one needed to be in the right environment. It is vital that they are in a school setting that not only permits but also promotes and encourages them to exhibit those qualities (Archibald, 2021).

➤ *Implication for Teaching Practice*

The results of the study will provide Department of Education officials with a framework for creating potential treatments. It can be used to strengthen the execution of group performance-based tasks in Physical Education and support the creation of future training programs that will increase teachers' comprehension of the needs of their students.

Physical Education Teachers will receive crucial information from it regarding the difficulties students have in group performance-based tasks. In addition to offering ideas for better group activity strategies, they can develop instructional materials that meet the concerns raised by learners.

Students will also benefit from it while assessing the challenges that come with collaborative projects. Students will have space to grow in their capacity for teamwork and it will provide other strategies for directing them through more significant instruction in Physical Education learning.

To further improve, future researchers should undertake a review of related literature as an additional investigation. Gaining insight into the fundamental problems and obstacles instructors and students encounter when putting group performance-based tasks into practice is helpful. It implies that there are additional opportunities to create practical and streamlined ways to use group performance-based assignments.

➤ *Recommendations for Further Research*

This study pertains to students' lived experiences in group performance-based tasks in Physical Education. Therefore, the results of this investigation can be a basis for additional research. To get more significant results, it is advised that additional research be done with additional individuals in more noticeable settings.

These findings may provide a basis for the creation of regulations that facilitate the application of successful teaching techniques. This could result in identifying and promoting best practices that support inclusive and positive learning environments. Furthermore, considering how viewpoints may change over time, the DepEd may think about supporting laws that facilitate longitudinal research, which permits reconsideration of results and improvement of methodologies. This proactive approach to policy creation would encourage ongoing enhancements in the execution of group performance-based activities in physical education, which would ultimately increase students' overall educational experiences.

Additionally, further research might investigate the various approaches teachers employ to address challenges with group performance-based assessments. These will also evaluate whether instructional strategies and learning activities can help remove obstacles to group performance-based tasks in Physical Education.

Finally, research can be repeated by re-interviewing a subset of participants to ascertain whether the findings are consistent and whether their perspectives have evolved. It can run a proposal for different research to learn more about the various approaches they have taken to carrying out group performance-based activities in Physical Education.

➤ *Concluding Remarks*

In conclusion, the participants' experiences with group performance-based tasks in Physical Education shed light on the complex dynamics and difficulties present in cooperative learning environments. The narratives present a tapestry of experiences that represent the complicated nature of student participation, ranging from the nuances of time management to the challenges of productive teamwork. It becomes clear that developing interpersonal skills, having confidence, and empowering oneself are essential for both individual growth and team success.

Furthermore, the observations made by the participants highlight how important it is for teachers to direct and facilitate positive group dynamics. Together, these experiences create an engaging representation of the state of education, highlighting the importance of inclusion, holistic approaches, and ongoing professional development for teachers to foster an atmosphere that supports each student's academic progress as well as their overall well-being and spirit of cooperation.

Finally, as educators, we can help create a more comprehensive, student-centered, and supportive learning environment in the field of physical education by incorporating these ideas into our teaching techniques. This will ultimately improve individual and group accomplishments.

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APPENDIX A LETTER OF PERMISSION



ST. MARY'S COLLEGE OF TAGUM, INC.
GRADUATE EDUCATION PROGRAM
National Highway, Maguppo East, Tagum City, 8100 Davao del Norte, Philippines
Email Address: graduateeducation@smctagum.edu.ph
Quality Transformative Ignacian Marian Education

SMC
QTIME
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September 18, 2023

ALONA C. UY, CESO VI
Schools Division Superintendent
Division of Tagum City

Thru: **ROXAN F. CRUZ**
SEPS-Research Focal
Division of Tagum City



Ma'am:

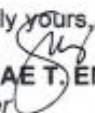
Praise be Jesus and Mary ! *Now and Forever...*

I am **Sheila Mae T. Embabuena**, a second-year student of Master of Arts in Education Major in Physical Education of St. Mary's College of Tagum, Inc. I am currently enrolled in Thesis Writing 2 and presently working on my research study entitled, "**LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION**".

In line with this, I would like to request from your good office to allow me to conduct interviews face-to-face and online via google meet or zoom with the selected Grade 10 students from the public schools in the Division of Tagum City. Rest assured that I will follow proper protocols in the conduct of my study and that the information that will be gathered will be held with the utmost confidentiality.

Attached is the endorsement to conduct a study signed by the Dean of Graduate Education Program of St. Mary's College Tagum, Inc. for your reference.

If you have any questions please call or text me at 09658210835. You can email me at sheilamae.embabuena@deped.gov.ph. I am looking forward to your favorable response regarding this humble request. Thank you very much for your support.

Respectfully yours,

SHEILA MAE T. EMBABUENA
Researcher

Approved by:
ALONA C. UY, CESO VI
Schools Division Superintendent



ST. MARY'S COLLEGE OF TAGUM, INC.

GRADUATE EDUCATION PROGRAM

National Highway, Magugpo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: graduateeducation@smctagum.edu.ph

Quality Transformative Ignacian Marian Education



July 17, 2023

ALONA C. UY, CESO VI
Schools Division Superintendent
Division of Tagum City



ENDORSEMENT LETTER

Ma'am:

This is to respectfully endorse to your good office the permission to conduct the study of SHEILA MAE T. EMBABUENA with a thesis entitled: "LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION" as a partial requirement for the degree; Master of Arts in Education Major in Physical Education of St. Mary's College of Tagum, Inc.

Further, the research title above has been examined by the Research Ethics Committee as full board and has been evaluated to have adequately complied the requirements for the research ethics protocol and is therefore, cleared for implementation using universally accepted scientific procedures and internationally accepted ethical guidelines.

For your perusal and approval. Thank you very much!

Respectfully yours,

PERLA C. PADRO, Ph.D.
Dean of Graduate Education Program



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF TAGUM CITY

September 20, 2023

SHEILA MAE T. EMBABUENA

Researcher
St. Mary's College of Tagum, Inc.
National Highway, Magugpo East, Tagum City

Dear Ms. Embabuena,

This is in response to your letter received by this Office, requesting permission to conduct your study in this Division in connection with your research entitled "LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION."

It is informed that this Office interposes no objection to your request provided that the following requirements are properly complied with, to wit:

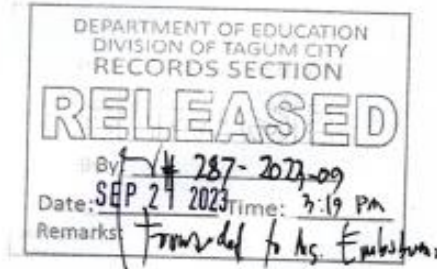
1. The endeavor shall be consulted with the School Head of the school where you intend to conduct your study at least two weeks ahead to ensure that no classes/activities will be disrupted; and
2. No instructional time shall be utilized for the purpose.

It is advised that a copy of the research study in its final form shall be submitted to the SGOD - Planning and Research Unit upon completion.

Very truly yours,

ALONA C. UY, CESO VI
Schools Division Superintendent

JLF/SGOD/ Research & Planning



Address: Energy Park, Apokon, Tagum City, 8100
Telephone No.: (084) 216-3504
Email: tagum.city@deped.gov.ph
Website: deped.tagumcity.gov.ph



ST. MARY'S COLLEGE OF TAGUM, INC.

GRADUATE EDUCATION PROGRAM

National Highway, Magugpo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: graduateeducation@smctagum.edu.ph

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September 29, 2023

DR. JASMIN M. NESPEROS

School Principal IV

Jose Tuazon Jr. Memorial National High School

Sir:

Praise be Jesus and Mary ! *Now and Forever...*

I am **SHEILA MAE T. EMBABUENA**, a second-year student of Master of Arts in Education Major in Physical Education of St. Mary's College of Tagum, Inc. I am currently enrolled in Thesis Writing 2 and presently working on my research study entitled, "**LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION**".

In line with this, I would like to request from your good office to allow me to conduct interviews face-to-face and online via google meet or zoom with the selected Grade 10 students of your school. Rest assured that I will follow proper protocols in the conduct of my study and that the information that will be gathered will be held with the utmost confidentiality.

Attached is the letter of approval to conduct this study signed by the Schools Division Superintendent of the Division of Tagum City for your reference.

If you have any questions please call or text me at 09658210835. You can email me at sheilamae.embabuena@deped.gov.ph. I am looking forward to your favorable response regarding this humble request. Thank you very much for your support.

Respectfully yours,


SHEILA MAE T. EMBABUENA

Researcher

Approved by:


DR. JASMIN M. NESPEROS

School Principal IV



ST. MARY'S COLLEGE OF TAGUM, INC.

GRADUATE EDUCATION PROGRAM

National Highway, Magugpo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: graduateeducation@smctagum.edu.ph

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**S M C
Q T I M I**

September 25, 2023

ADELFA M. MIGUEL

Principal I

Laureta National High School

Ma'am:

Praise be Jesus and Mary ! *Now and Forever...*

I am **SHEILA MAE T. EMBABUENA**, a second-year student of Master of Arts in Education Major in Physical Education of St. Mary's College of Tagum, Inc. I am currently enrolled in Thesis Writing 2 and presently working on my research study entitled, "**LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION**".

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Respectfully yours,


SHEILA MAE T. EMBABUENA

Researcher

Approved by:


ADELFA M. MIGUEL

Principal I

9/25/2023



ST. MARY'S COLLEGE OF TAGUM, INC.

GRADUATE EDUCATION PROGRAM

National Highway, Magugpo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: graduateeducation@smctagum.edu.ph

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September 29, 2023

EBUS JR. D. SANDUKAN

Assistant Principal II

Cannocotan National High School

Sir:

Praise be Jesus and Mary ! *Now and Forever...*

I am **SHEILA MAE T. EMBABUENA**, a second-year student of Master of Arts in Education Major in Physical Education of St. Mary's College of Tagum, Inc. I am currently enrolled in Thesis Writing 2 and presently working on my research study entitled, "**LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION**".

In line with this, I would like to request from your good office to allow me to conduct interviews face-to-face and online via google meet or zoom with the selected Grade 10 students of your school. Rest assured that I will follow proper protocols in the conduct of my study and that the information that will be gathered will be held with the utmost confidentiality.

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Respectfully yours,

SHEILA MAE T. EMBABUENA

Researcher

Approved by:

EBUS JR. D. SANDUKAN

Assistant Principal II

9-29-2023

APPENDIX B

INFORMED ASSENT FORM /PARENTS' CONSENT

INFORMED ASSENT FORM PARTICIPATION INFORMATION SHEET

DEAR PARTICIPANT/S:

I, SHEILA MAE T. EMBABUENA, a graduate student of St. Mary's College of Tagum, Inc. taking up Master of Arts in Education major in Physical Education. I am inviting you to participate in my research study entitled: LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION. I have already talked to and discussed this research study with your parent/s or legal guardian/s and that he or she had already given her consent to your participation. This informed assent form will tell you about the research study to help you decide whether or not you want to take part in it.

The purpose of your participation in this research study is to help the principal investigator to investigate and understand the lived experiences on group performance-based tasks of the Junior High School students in Physical Education. You are chosen as a possible participant in this research study based on the following criteria: (1) must be enrolled as Grade 10 student in a public secondary school of the Division of Tagum City with Physical Education subject; and (2) must have an experience leading a group for a group performance; and (3) willing to participate in the study.

Please feel free to read the following information carefully and feel free to ask the above-named principal investigator if there is anything that is not clear to you or if you need more information and guidance. Should you decide to participate in this research study, kindly write your name and affix your signature on the certificate of informed assent form on a separate sheet below.

➤ *Signatory and Witness/Proxy Content*

Only you are allowed to sign the certificate of assent form to signify your approval that you want to participate in the research study. However, if you are unable to read and/or write, your parent/s or legal guardian/s will accompany you during the reading and explanation of the informed assent form and sign the same in your behalf.

A witness is not necessary anymore nor a proxy content if you can read and understand the content of this informed assent form and sign the same thereafter. However, a parental informed consent must be sought first as an indispensable requirement before you can take part in this research study.

➤ *Purpose, Objectives & Significance of the Study*

The purpose of the study is to investigate and understand the lived experiences of the Junior High School students on group performance-based tasks in Physical Education and to explore students coping mechanism with the challenges encountered and the insights from their experience that they can share to others.

This study bears great significance, especially to the Physical Education teachers in the locality, because it will investigate students' perspectives upon the challenges in completing their group performance-based output. This study will contribute to improving teaching and learning process in the Physical Education in the classroom setting.

➤ *Research Study Procedures*

Prior to the conduct of this research study, the protocol was submitted to the Research Ethics Committee (REC) of St. Mary's College, Inc for review. Following a comprehensive evaluation, the REC granted permission to perform the study. The researcher was also given permission and consent to perform the study by the dean of St. Mary's College of Tagum Inc.'s graduate school. Following acceptance, the researcher sent an endorsement letter and the necessary paperwork to the Division Superintendent of the Tagum City Schools Division, requesting permission to perform the study on the students. The researcher also submitted a letter to the School Principal of the chosen Public High School requesting approval to perform the study. Finally, with the approval of the conduct of the study, there is a confidentiality agreement with a gatekeeper was signed.

The researcher will send e-mail or message in the messenger to recruit participants in the study. If you agree to participate in this research study, the following will occur: The researcher will conduct an orientation with the parents to provide you a copy of the Assent and Parental Consent, which you must read. During the orientation, the researcher will discuss the purpose of this study in detail. If you have any questions or need clarification throughout the explanation, the researcher is willing to accommodate and address your concerns.

The researcher will also keep a recording of the orientation as a documentation to provide evidence of the orientation. It is also guaranteed that the researcher will strictly adhere to the provisions of the Data Privacy Act throughout the study. The in-depth interview and focus group discussion will be done by face-to-face or virtual meetings and the interview should not exceed 1-hour. The IDI will be first conducted and to be followed by the FGD. The participants will be informed by the researchers not to repeat what was said in the focus group to others and of the processes in place to protect the confidentiality of the study data. Additionally, the researcher will see to it that any unjustified or unlawful sharing of study data collected during FGD is handled with appropriately.

To secure the data, the researcher will record the full session for both techniques used on the participants into an audio file, but only with their consent. Because the participants are vulnerable (minor), their identities should be concealed so that they cannot be easily recognized by others. It would be appropriate to allow them to wear a face mask, a cap, or any other item that may conceal their identity. During pursuing the orientation and interview, the researcher will use a device that de-identifies or modifies their voices if the audio is being recorded. The research participants will be asked regarding their convenient time for interview, and we shall agree on the date. Following the participants' interests and information, the researcher will create a planned agenda for the meeting because deviating from it might be more advantageous.

Essentially, data protection is critical because it protects an organization's information against fraudulent actions such as phishing, hacking, and theft of identity (Research Data and Retention, 2022). Any investigation data, whether hard copy or electronic, will be stored in this study, and only those with authorization will have access to them. Paper copies should be kept in a filing cabinet with a lock and a single key. Only encrypted manipulation of digital information should be permitted. Written hard-copy data should be discarded upon being moved to electronic data storage, and any personally identifiable data, such as names and addresses, should be removed.

Furthermore, the researcher will uphold students' privacy and implement security measures to protect the privacy of their information. The study will maintain the utmost levels of privacy, confidentiality, and anonymity about the participants' personal information. Confidentiality will also be maintained in accordance with the Data Privacy Act of 2012, which reaffirmed that consent to the collection and processing of personal information pertaining to and about the data subject must be freely given, specified, and informed. Additionally, records that link certain people to specific pieces of information must not be publicly disclosed.

The researcher will utilize a member to verify credibility during the data collection or interview process to increase the validity and credibility of qualitative research. To address the issue of member checking, participants will be invited to read and double-check the transcripts of their interview responses. They will have the opportunity to look through the information they gave about their experiences, coping techniques, and insights. They will next be asked to sign the participants' certification as proof that they agree with the responses.

➤ *Voluntary Participation and Alternative Options*

Your decision on whether or not to participate in this research study is completely voluntary. It is up to you whether or not you decide to participate. If you decide to participate, you will be required to sign this informed consent form. You have the right to withdraw your participation at any time and without providing a reason, even after signing the consent form. The relationship you have, if any, with the researcher will not be impacted if you decide to withdraw from this study. In the event that you withdraw from the study before data collection is completed, rest assured that your data will be returned to you or deleted or destroyed in a manner prescribed by law to prevent further processing, unauthorized access, or disclosure to any other party or the public, or jeopardize the rights of the participant/respondent.

Furthermore, in order to avoid coercion or undue influence, the principal investigator will allocate sufficient time to explain to you what the research study is all about and give you adequate time to consider the information before you can make a decision to participate or not.

➤ *Risks, Benefits, Remuneration and Reimbursements*

There are no known risks in participating in this study, however you should be aware that your experiences during the interview will be recorded and utilized as research materials for this project. There are no direct advantages to participating in this research project; nevertheless, your participation will aid in the collection of data for this phenomenological investigation.

It can help to improve the teaching and learning in Physical Education Teacher delivery and enables for the creation of training programs for teachers to help scaffold the learners utilizing group performance-based evaluation. This can be used by the Department of Education to increase the effectiveness of group activities. You will also be given a memento of appreciation for your participation in the study. You will also be recompensed of all the expenses you may have incurred in the conduct of the study.

➤ *Principal Investigator's Responsibility During Adverse Situations*

The researcher will be conducting the entire research process within the duration of the study as specified in the scope and limitation of the study.

This study will focus on the challenges of group performance task in Physical Education. It will concentrate on the Junior High School students' lived experiences in completing a group performance-based task. The study will be administered in September to October, school Year 2023-2024 in the schools of the Division of Tagum City. Seven (7) of the 14 participants will be subjected to an in-depth interview (IDI), while the remaining seven (7) will take part in a focus group discussion (FGD).

This study will also uncover these students' coping mechanisms in relation to the problems they face when performing group performance-based tasks. In addition, they can draw insights from their actual experiences based on the hurdles in group performance-based tasks. I will make certain that no crucial stage is neglected since it may undermine the study, such as not following a specific criterion or failing to stick to standards. For this study, all of the relevant criteria must be met.

In order to avoid the occurrence of any potential type of harm or risk (i.e., psychological, emotional or social) during the conduct of this research study, I will provide you in advance with information on counseling matters or services or appropriate support bodies (if necessary) dealing with the issue. But in the event that interaction with you may inadvertently harm you in some unintended way, I will take responsibility to address the issue.

➤ *Privacy and Confidentiality*

Your privacy is of paramount importance, and thus, it is protected by conducting the research in private setting and/or other space consideration or security measures will be properly observed for online research/survey platforms. Equally, you shall not be forced to reveal any personal information to the principal investigator that you do not wish to reveal.

Rest assured that the data or information you provide will be treated with complete anonymity and utmost confidentiality by means of discrete coding. No individual identities will be used in any reports, presentations or publications resulting from the research study. All research data or information will be kept in locked files at all times (for material copies) or password protected folder (for electronic copies). Only the principal investigator will have direct access to the files. However, the Research Ethics Committee and other regulatory bodies will be given direct access to your information and data for purposes of verification and validation of the procedures and research data.

After the research study is completed, the data collected will be retained for three (3) years and be destroyed immediately thereafter in a secure manner that would prevent unauthorized access, use or disclosure to any other party or the public or in a manner prescribed by law.

➤ *Information and Study Results*

You may have access to your data. After the analysis of all the data for this research and you wanted to be informed of the results, you will be provided with a free copy of the results.

➤ *Use of Research Data*

The data collected from this research study will be used solely for the attainment of the intended purposes. It may be presented at any research fora and/or published in journals or used for any other legitimate purposes, which St. Mary's College of Tagum considers proper in the interest of education, knowledge, or research.

➤ *Authorship*

I am the principal author of this study and my thesis adviser, Dr. Dominic M. Dizon, is the corresponding author for purposes of paper presentation in a public/scientific forum and publication in a peer-reviewed journal. I also declare that there are no ghost and gift authors in this study.

➤ *Conflict of Interest*

I declare no conflict of interest.

➤ *Publication*

Results of the study may be submitted for publication. The study may be presented in a scientific forum or published in a journal, but in a manner where your personal identity will not be revealed.

➤ *Contact Information*

If you have questions about the study, please feel free to contact the above-named principal investigator by calling [09658210835](tel:09658210835) or email him/her at embabuena.sheila@smctagum.edu.ph. You can also contact the Chairperson of the SMCT Research Ethics Committee, Dr. Maria Lalaine P. Chieng at smcti.rec@gmail.com with any questions about your rights as a research participant or any related research concerns or contact the Data Protection Officer, Mr. Erwin L. Sabornido at 09123763022 or email him at erwinsabornido@smctagum.edu.ph or smctagumdpc@gmail.com for concerns regarding your data privacy rights.

Thank you very much!



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CERTIFICATE OF INFORMED ASSENT

I have read and understood the provided information, or it has been read to me. I have had given the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I understand that, in order to for me to participate in this research study, my parent's or legal guardian's informed consent must be sought first. I understand that my participation is voluntary, and I can withdraw my assent at any time without penalty or loss of benefits. Thus, I hereby agree to participate in this research study named above.

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- I do not give permission for my answers during in-depth interview/FGD to be audio or video taped.

For face-to-face conduct of research:

- I have been informed about the risk of exposure to COVID-19 in this research study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Printed Name of the Child Participant :
 Signature of the Child Participant :
 Date & Place :



This portion is applicable only to participant/s who is/are illiterate:

I have witnessed the accurate reading of the assent form to my child, and my child has had the opportunity to ask questions, I confirm that my child has given assent freely and voluntarily.

Printed Name of the Parent/s or Legal Guardian/s: _____
 Signature of the Parent/s or Legal Guardian/s : _____
 Date & Place : _____

Thumb-Print of the Participant



Note: A literate witness must sign on behalf of the illiterate parent/s or legal guardian/s of the participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.

Statement by the Principal Investigator/s Taking Assent

I, the undersigned, certify that to the best of my knowledge, the child participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving assent, and the assent has been given freely and voluntarily.

A copy of this Informed Assent Form has been provided to the participant.

Printed Name of the Principal Investigator : SHEILA MAE T. EMBABUENA
 Signature of the Principal Investigator : *[Signature]*
 Date & Place : 10-12-2023 / Madam, Tagum City



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Thumb-Print of the Participant

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Signature of the Parent/s or Legal Guardian/s : _____

Date & Place : _____



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Printed Name of the Principal Investigator

: SHEILA MAE T. EMBABUENA

Signature of the Principal Investigator

:

Date & Place

: 10 Oct 2023 / Tagum City



ST. MARY'S COLLEGE OF TAGUM, INC

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CERTIFICATE OF INFORMED ASSENT

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Printed Name of the Principal Investigator : SHEILA MAE T. EMBABUENA
Signature of the Principal Investigator : _____
Date & Place : 10-01-23 / Cannocotan, T.C.



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Printed Name of the Child Participant : Leand P. [Redacted]
 Signature of the Child Participant : [Redacted]
 Date & Place : [Redacted]
This portion is applicable only to participants who are illiterate.

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Printed Name of the Principal Investigator : SHEILA MAE T. EMBABUENA
 Signature of the Principal Investigator : [Signature]
 Date & Place : 10-03-2023 / San Miguel, T.C.



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CERTIFICATE OF INFORMED ASSENT

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: SHEILA MAE T. EMBABUENA

Signature of the Principal Investigator

:

Date & Place

: 10-03-2023 / San Miguel, T.C.

PARENTAL INFORMED CONSENT FORM**PARTICIPATION INFORMATION SHEET****DEAR PARENT/S OR LEGAL GUARDIAN/S:**

I, SHEILA MAE T. EMBABUENA, a graduate student of St. Mary's College of Tagum, Inc. taking up Master of Arts in Education major in Physical Education. I am inviting you to participate in my research study entitled LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION. I ask for your kind permission that your child be allowed to participate in my research study is to help the principal investigator to investigate and understand the lived experiences on group performance-based tasks of the Junior High School students in Physical Education. The purpose of your child's participation in this research study is to help the principal investigator Your child is chosen as a possible participant in this research study based on the following criteria: (1) you must be enrolled as Grade 10 student in a public secondary school of the Division of Tagum City with Physical Education subject, and (2) you must have an experience leading a group for a group performance and (3) you are willing to participate in the study.

Please feel free to read the following information carefully and feel free to ask the above-named principal investigator if there is anything that is not clear to you or if you need more information and guidance. Should you decide to give consent for your child to participate in this research study, kindly write your name and affix your signature on the certificate of consent form on a separate sheet below.

➤ *Signatory and Witness/Proxy Content*

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➤ *Purpose, Objectives & Significance of the Study*

The purpose of the study is to investigate and understand the lived experiences of the Junior High School students on group performance-based tasks in Physical Education and to explore students coping mechanism with the challenges encountered and the insights from their experience that they can share to others.

This study bears great significance, especially to the Physical Education teachers in the locality, because it will investigate students' perspectives upon the challenges in completing their group performance-based output. This study will contribute to improving teaching and learning process in the Physical Education in the classroom setting.

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Essentially, data protection is critical because it protects an organization's information against fraudulent actions such as phishing, hacking, and theft of identity (Research Data and Retention, 2022). Any investigation data, whether hard copy or electronic, will be stored in this study, and only those with authorization will have access to them. Paper copies should be kept in a filing cabinet with a lock and a single key. Only encrypted manipulation of digital information should be permitted. Written hard-copy data should be discarded upon being moved to electronic data storage, and any personally identifiable data, such as names and addresses, should be removed.

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Your decision on whether or not to participate in this research study is completely voluntary. It is up to you whether or not you decide to participate. If you decide to participate, you will be required to sign this informed consent form. You have the right to withdraw your participation at any time and without providing a reason, even after signing the consent form. The relationship you have, if any, with the researcher will not be impacted if you decide to withdraw from this study. In the event that you withdraw from the study before data collection is completed, rest assured that your data will be returned to you or deleted or destroyed in a manner prescribed by law to prevent further processing, unauthorized access, or disclosure to any other party or the public, or jeopardize the rights of the participant/respondent.

Furthermore, in order to avoid coercion or undue influence, the principal investigator will allocate sufficient time to explain to you what the research study is all about and give you adequate time to consider the information before you can make a decision to participate or not.

➤ *Risks, Benefits, Remuneration, and Reimbursements*

There are no known risks in participating in this study, however you should be aware that your experiences during the interview will be recorded and utilized as research materials for this project. There are no direct advantages to participating in this research project; nevertheless, your participation will aid in the collection of data for this phenomenological investigation.

It can help to improve the teaching and learning in Physical Education Teacher delivery and enables for the creation of training programs for teachers to help scaffold the learners utilizing group performance-based evaluation. This can be used by the Department of Education to increase the effectiveness of group activities. You will also be given a memento of appreciation for your participation in the study. You will also be recompensed of all the expenses you may have incurred in the conduct of the study.

➤ *Principal Investigator's Responsibility During Adverse Situations*

The researcher will be conducting the entire research process within the duration of the study as specified in the scope and limitation of the study.

This study will focus on the challenges of group performance task in Physical Education. It will concentrate on the Junior High School students' lived experiences in completing a group performance-based task. The study will be administered in May to June, school Year 2022-2023 in the schools of the Division of Tagum City. Seven (7) of the 14 participants will be subjected to an in-depth interview (IDI), while the remaining seven (7) will take part in a focus group discussion (FGD).

This study will also uncover these students' coping mechanisms in relation to the problems they face when performing group performance-based tasks. In addition, they can draw insights from their actual experiences based on the hurdles in group performance-based tasks. I will make certain that no crucial stage is neglected since it may undermine the study, such as not following a specific criterion or failing to stick to standards. For this study, all of the relevant criteria must be met.

In order to avoid the occurrence of any potential type of harm or risk (i.e., psychological, emotional or social) during the conduct of this research study, I will provide you in advance with information on counseling matters or services or appropriate support bodies (if necessary) dealing with the issue. But in the event that interaction with you may inadvertently harm you in some unintended way, I will take responsibility to address the issue.

➤ *Privacy and Confidentiality*

Your privacy is of paramount importance, and thus, it is protected by conducting the research in private setting and/or other space consideration or security measures will be properly observed for online research/survey platforms. Equally, you shall not be forced to reveal any personal information to the principal investigator that you do not wish to reveal.

Rest assured that the data or information you provide will be treated with complete anonymity and utmost confidentiality by means of discrete coding. No individual identities will be used in any reports, presentations or publications resulting from the research study. All research data or information will be kept in locked files at all times (for material copies) or password protected folder (for electronic copies). Only the principal investigator will have direct access to the files. However, the Research Ethics Committee and other regulatory bodies will be given direct access to your information and data for purposes of verification and validation of the procedures and research data.

After the research study is completed, the data collected will be retained for three (3) years and be destroyed immediately thereafter in a secure manner that would prevent unauthorized access, use or disclosure to any other party or the public or in a manner prescribed by law.

➤ *Information and Study Results*

You may have access to your data. After the analysis of all the data for this research and you wanted to be informed of the results, you will be provided with a free copy of the results.

➤ *Use of Research Data*

The data collected from this research study will be used solely for the attainment of the intended purposes. It may be presented at any research fora and/or published in journals or used for any other legitimate purposes, which St. Mary's College of Tagum considers proper in the interest of education, knowledge, or research.

➤ *Authorship*

I am the principal author of this study and my thesis adviser, Dr. Dominic M. Dizon, is the corresponding author for purposes of paper presentation in a public/scientific forum and publication in a peer-reviewed journal. I also declare that there are no ghost and gift authors in this study.

➤ *Conflict Of Interest*

I declare no conflict of interest.

➤ *Publication*

Results of the study may be submitted for publication. The study may be presented in a scientific forum or published in a journal, but in a manner where your personal identity will not be revealed.

➤ *Contact Information*

If you have questions about the study, please feel free to contact the above-named principal investigator by calling 09658210835 or email him/her at embabuena.sheila@smctagum.edu.ph. You can also contact the Chairperson of the SMCT Research Ethics Committee, Dr. Maria Lalaine P. Chieng at smcti.rec@gmail.com with any questions about your rights as a research participant or any related research concerns or contact the Data Protection Officer, Mr. Erwin L. Sabornido at 09123763022 or email him at erwinsabornido@smctagum.edu.ph or smctagumdpc@gmail.com for concerns regarding your data privacy rights.

Thank you very much!



ST. MARY'S COLLEGE OF TAGUM, INC

OFFICE OF THE RESEARCH ETHICS COMMITTEE
National Highway, Magupo East, Tagum City, 8100 Davao del Norte, Philippines
Email Address: smcli.rec@smotagum.edu.ph

Quality Transformative Ignacian Marian Education

**SMCTI
QTIME**

Faith • Excellence • Service

CERTIFICATE OF PARENTAL CONSENT

I have read and understood the provided information, or it has been read to me. I have had given the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I understand that, in order to for my child to participate, he or she will need to be able to give his or consent also. I understand that participation is voluntary, and I can withdraw my child at any time without penalty or loss of benefits. Thus, I hereby give permission for my child to participate in this study.

Please check the option that applies to you before affixing your signature below with the following options:

- I give permission for my child to be interviewed and his/her answers to be audio or video taped.
- I do not give permission for my child to be interviewed and his/her answers to be audio or video taped.

For face-to-face conduct of research:

- I have been informed about the risk of exposure to COVID-19 in this research study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Printed Name of the Parent/Legal Guardian

Signature of the Parent/Legal Guardian

Date & Place



This portion is applicable only to participant/s who is/are illiterate:

I have witnessed the accurate reading of the consent form to the parent/s or legal guardian/s of potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily.

Thumb Print of the Participant

Printed Name of the Witness : _____

Signature of the Witness : _____

Date & Place : _____



Note: A literate witness must sign on behalf of the illiterate parent/s or legal guardian/s of the participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.

Statement by the Principal Investigator/s Taking Consent


I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator : SHEILA MAE T. EMBABUENA


Signature of the Principal Investigator :

Date & Place : 10/6/2020 - Mankiam, T.C.



ST. MARY'S COLLEGE OF TAGUM, INC
 OFFICE OF THE RESEARCH ETHICS COMMITTEE
 National Highway, Magupo East, Tagum City, 8100 Davao del Norte, Philippines
 Email Address: smcti.rec@smctagum.edu.ph

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CERTIFICATE OF PARENTAL CONSENT

I have read and understood the provided information, or it has been read to me. I have had given the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I understand that, in order to for my child to participate, he or she will need to be able to give his or consent also. I understand that participation is voluntary, and I can withdraw my child at any time without penalty or loss of benefits. Thus, I hereby give permission for my child to participate in this study.

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 I do not give permission for my child to be interviewed and his/her answers to be audio or video taped.

For face-to-face conduct of research:

I have been informed about the risk of exposure to COVID-19 in this research study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Printed Name of the Parent/Legal Guardian _____
 Signature of the Parent/Legal Guardian _____
 Date & Place _____

This portion is applicable only to participant/s who is/are illiterate:
 I have witnessed the accurate reading of the consent form to the parent/s or legal guardian/s of potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily. Thumb Print of the Participant

Printed Name of the Witness : _____
 Signature of the Witness : _____
 Date & Place : _____

Note: A literate witness must sign on behalf of the illiterate parent/s or legal guardian/s of the participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.

Statement by the Principal Investigator/s Taking Consent

I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator : SHEILA MAE T. EMBABUENA
 Signature of the Principal Investigator : _____
 Date & Place : 10-04-2023 / San Miguel



ST. MARY'S COLLEGE OF TAGUM, INC

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CERTIFICATE OF PARENTAL CONSENT

I have read and understood the provided information, or it has been read to me. I have had given the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I understand that, in order to for my child to participate, he or she will need to be able to give his or consent also. I understand that participation is voluntary, and I can withdraw my child at any time without penalty or loss of benefits. Thus, I hereby give permission for my child to participate in this study.

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- I give permission for my child to be interviewed and his/her answers to be audio or video taped.
- I do not give permission for my child to be interviewed and his/her answers to be audio or video taped.

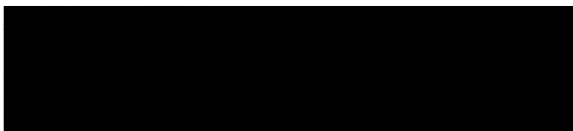
For face-to-face conduct of research:

- I have been informed about the risk of exposure to COVID-19 in this research study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Printed Name of the Parent/Legal Guardian

Signature of the Parent/Legal Guardian

Date & Place



This portion is applicable only to participant/s who is/are illiterate:

I have witnessed the accurate reading of the consent form to the parent/s or legal guardian/s of potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily.

Thumb Print of the Participant

Printed Name of the Witness : _____

Signature of the Witness : _____

Date & Place : _____



Note: A literate witness must sign on behalf of the illiterate parent/s or legal guardian/s of the participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.

Statement by the Principal Investigator/s Taking Consent

I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator : SHEILA MAE T. EMBABUENA

Signature of the Principal Investigator :

Date & Place : 10-01-23 / Tagum City



ST. MARY'S COLLEGE OF TAGUM, INC

OFFICE OF THE RESEARCH ETHICS COMMITTEE
National Highway, Magupo East, Tagum City, 8100 Davao del Norte, Philippines
Email Address: smcti.rec@smctagum.edu.ph

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CERTIFICATE OF PARENTAL CONSENT

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Printed Name of the Parent/Legal Guardian

Signature of the Parent/Legal Guardian

Date & Place



This portion is applicable only to participant/s who is/are illiterate.

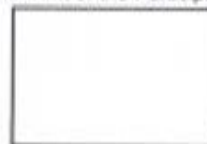
I have witnessed the accurate reading of the consent form to the parent/s or legal guardian/s of potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily.

Thumb Print of the Participant

Printed Name of the Witness : _____

Signature of the Witness : _____

Date & Place : _____



Note: A literate witness must sign on behalf of the illiterate parent/s or legal guardian/s of the participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.

Statement by the Principal Investigator/s Taking Consent

I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator : SHEILA MAE T. EMBABUENA

Signature of the Principal Investigator : _____

Date & Place

10/01/23 - Tagum City



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OFFICE OF THE RESEARCH ETHICS COMMITTEE
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CERTIFICATE OF PARENTAL CONSENT

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For face-to-face conduct of research:

- I have been informed about the risk of exposure to COVID-19 in this research study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Printed Name of the Parent/Legal Guardian

Signature of the Parent/Legal Guardian

Date & Place



This portion is applicable only to participant/s who is/are illiterate:

I have witnessed the accurate reading of the consent form to the parent/s or legal guardian/s of potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily.

Thumb Print of the Participant

Printed Name of the Witness : _____
 Signature of the Witness : _____
 Date & Place : _____



Note: A literate witness must sign on behalf of the illiterate parent/s or legal guardian/s of the participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.

Statement by the Principal Investigator/s Taking Consent

I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator : SHEILA MAE T. EMBABUENA
 Signature of the Principal Investigator : [Signature]
 Date & Place : 10-1-23 - Maguim, T.C.

**APPENDIX C
VALIDATION SHEETS**



St. Mary's College of Tagum, Inc.
Tagum City, Davao del Norte



GRADUATE EDUCATION PROGRAM

**VALIDATION SHEET FOR INTERVIEW GUIDE
(FOR QUALITATIVE RESEARCH)**

Title of Research: LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION

Name of Researcher: SHEILA MAE T. EMBABUENA

Rating: Number of Yes Marks

() 10 Very Good

() 6-7 Fair (maybe upgraded or revised)

(/) 8-9 Good

() 0-5 For revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Items	Yes	No
Ethics:		
1. Introduction (purpose, confidentiality, duration of the interview, way of conduct) and closing components (additional comments) are provided.	/	
2. Consent form with conformity to ethical standards is included.	/	
Artistry:		
3. Script is included/built in so, interviewer can introduce, guide, and conclude the interview in a consistent manner.		/
4. Questions are appropriate to the study, enhancing the possibility of getting rich and detailed stories, narratives, and descriptions.	/	
Rigor:		
5. Questions are open-ended to encourage in-depth responses, avoiding close ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probing questions are provided with clarity and grammatical correctness.	/	
8. Questions are logically ordered asking the highest priority questions first. Follow-up questions were appropriate and adequate.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes of interview, not exceeding five (5) open-ended items (probes excluded) for every research questions, except for special cases.	/	

Copyright: G.P. Gempes, Ed.D. DM

Remarks:

ROQUE N. LANGCOY II

Name and Signature of Validator:

Date of Evaluation: 5/11/2023

Doctor of Education

Educational Qualification:



St. Mary's College of Tagum, Inc.
Tagum City, Davao del Norte



GRADUATE EDUCATION PROGRAM

**VALIDATION SHEET FOR INTERVIEW GUIDE
(FOR QUALITATIVE RESEARCH)**

Title of Research: LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION

Name of Researcher: SHEILA MAE T. EMBABUENA

Rating: Number of Yes Marks

() 10 Very Good

() 6-7 Fair (maybe upgraded or revised)

(/) 8-9 Good

() 0-5 For revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Items	Yes	No
Ethics:		
1. Introduction (purpose, confidentiality, duration of the interview, way of conduct) and closing components (additional comments) are provided.	/	
2. Consent form with conformity to ethical standards is included.	/	
Artistry:		
3. Script is included/built in so, interviewer can introduce, guide, and conclude the interview in a consistent manner.		/
4. Questions are appropriate to the study, enhancing the possibility of getting rich and detailed stories, narratives, and descriptions.	/	
Rigor:		
5. Questions are open-ended to encourage in-depth responses, avoiding close ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probing questions are provided with clarity and grammatical correctness.	/	
8. Questions are logically ordered asking the highest priority questions first. Follow-up questions were appropriate and adequate.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes of interview, not exceeding five (5) open-ended items (probes excluded) for every research questions, except for special cases.	/	

Copyright: G.P. Gempes, Ed.D. DM

Remarks: Guide questions are ready for the conduct of the study

Name and Signature of Validator: NANCY B. GONZALES, ED,D

Date of Evaluation: 5/11/2023

Educational Qualification: Doctor of Education major in Educational Management



St. Mary's College of Tagum, Inc.
Tagum City, Davao del Norte



GRADUATE EDUCATION PROGRAM

**VALIDATION SHEET FOR INTERVIEW GUIDE
(FOR QUALITATIVE RESEARCH)**

Title of Research: LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION

Name of Researcher: SHEILA MAE T. EMBABUENA

Rating: Number of Yes Marks

(/) 10 Very Good

() 6-7 Fair (maybe upgraded or revised)

() 8-9 Good

() 0-5 For revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Items	Yes	No
Ethics:		
1. Introduction (purpose, confidentiality, duration of the interview, way of conduct) and closing components (additional comments) are provided.	/	
2. Consent form with conformity to ethical standards is included.	/	
Artistry:		
3. Script is included/built in so, interviewer can introduce, guide, and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of getting rich and detailed stories, narratives, and descriptions.	/	
Rigor:		
5. Questions are open-ended to encourage in-depth responses, avoiding close ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
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9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes of interview, not exceeding five (5) open-ended items (probes excluded) for every research questions, except for special cases.	/	

Copyright: G.P. Gempes, Ed.D. DM

Remarks: All the best!

Name and Signature of Validator: PORFERIA S. PORALAN, Date of Evaluation: 5-11-2023

Educational Qualification: MAED PE, PhD

APPENDIX D
ETHICS CLEARANCE

	ST. MARY'S COLLEGE OF TAGUM – RESEARCH ETHICS COMMITTEE	SMCTI-REC_FO_18
	SMCTI-REC Clearance Letter for Implementation	VERSION: 03
		Approval Date: December 20, 2022
		Effective Date: December 20, 2022

This is to certify that the study LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION of SHEILA MAE T. EMBABUENA, a candidate for Master of Arts in Education Major in PHYSICAL EDUCATION of St. Mary's College of Tagum, Inc. and has been examined by the St. Mary's College of Tagum, Inc. Research Ethics Committee as FULL BOARD for the initial review and has been evaluated to have adequately complied the requirements for the research ethics protocol and is therefore, cleared for the conduct of the study using the school's accepted scientific procedures and Internationally accepted ethical guidelines.

Given this 11TH day of July 2023 at St. Mary's College of Tagum, Inc. Research Ethics Committee Office, Tagum City, Davao del Norte, Philippines.



MARIA LALAIN P. CHIENG, Ph.D.
Chair, Research Ethics Committee

APPENDIX E
PARTICIPANT'S CERTIFICATION



ST. MARY'S COLLEGE OF TAGUM, INC
OFFICE OF THE RESEARCH ETHICS COMMITTEE
National Highway, Magupo East, Tagum City, 8100 Davao del Norte, Philippines
Email Address: smcti.rec@smctagum.edu.ph
Tel. No.: (084) 216 – 6205; Telefax: (084) 655 - 9027
Quality Transformative Ignacian Marian Education



SMCTI
QTIME
Faith • Excellence • Service

CERTIFICATION

To Whom It May Concern,

This is to certify that the information provided by the participant (whose signature appears below) during the Focus Group Discussion in relation to the study entitled **“LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION”** conducted by **SHEILA MAE T. EMBABUENA** of St. Mary's College of Tagum, Inc. has been verified and found properly transcribed.

Given this 30TH of October 2023 for whatever purpose this may serve best.





ST. MARY'S COLLEGE OF TAGUM, INC

OFFICE OF THE RESEARCH ETHICS COMMITTEE

National Highway, Magupo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: smcti.rec@smctagum.edu.ph

Tel. No.: (084) 216 – 6205; Telefax: (084) 655 - 9027

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Given this 30TH of October 2023 for whatever purpose this may serve best.





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OFFICE OF THE RESEARCH ETHICS COMMITTEE
National Highway, Magupo East, Tagum City, 8100 Davao del Norte, Philippines
Email Address: smcti.rec@smctagum.edu.ph
Tel. No.: (084) 216 – 6205; Telefax: (084) 655 - 9027

Quality Transformative Ignacian Marian Education



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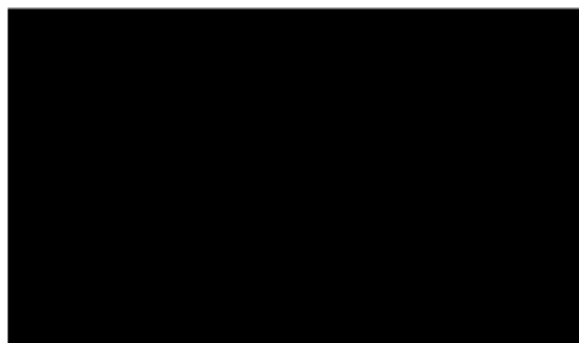


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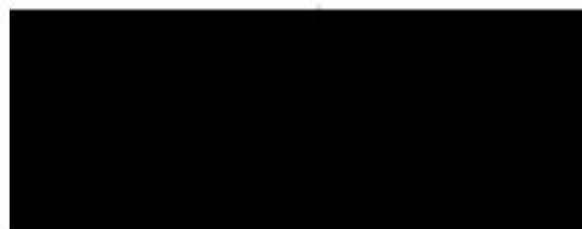


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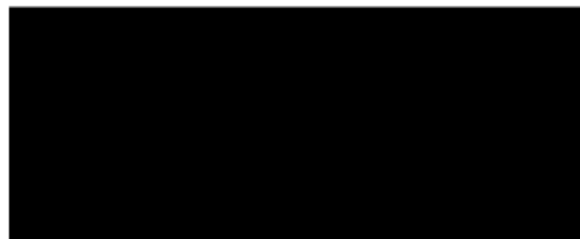


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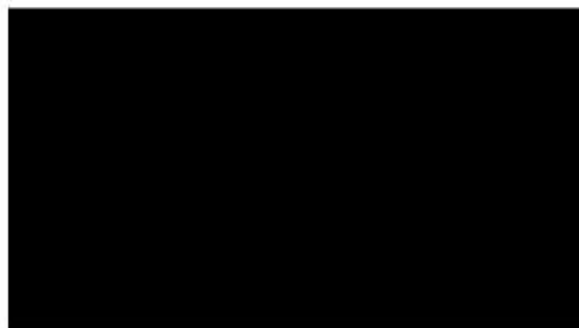


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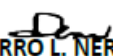


**APPENDIX F
REC ENDORSEMENT FOR FINAL DEFENSE**

	ST. MARY'S COLLEGE OF TAGUM – RESEARCH ETHICS COMMITTEE	<i>SMCTI-REC_FO_19</i>
	SMCTI-REC Clearance Letter For Final Defense	VERSION: 03
		Approval Date: December 20, 2022
		Effective Date: December 20, 2022

This is to certify that the study **LIVED EXPERIENCES OF STUDENTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION** of **SHEILA MAE T. EMBABUENA**, a candidate of Master of Arts in Education Major in **PHYSICAL EDUCATION** of St. Mary's College of Tagum, Inc. (SMCTI), has followed the protocol set by the St. Mary's College of Tagum, Inc., Research Ethics Committee in adherence to internationally-accepted scientific procedures and ethical guidelines and is therefore, given **CLEARANCE for FINAL DEFENSE**.

Given this 13th day of December 2023 at St. Mary's College of Tagum, Inc. Research Ethics Committee Office, Tagum City, Davao del Norte, Philippines.


SOCORRO L. NERI, Ph.D.
 Chair, Research Ethics Committee

APPENDIX G
EDITOR'S CERTIFICATION



ST. MARY'S COLLEGE OF TAGUM, INC.
Tagum City, Davao del Norte, Philippines
GRADUATE SCHOOL PROGRAM



EDITOR'S CERTIFICATE

This is to certify that I have checked the manuscript entitled, **“LIVED EXPERIENCES OF STUDENTS ON CRAFTING OUTPUTS IN GROUP PERFORMANCE-BASED TASK IN PHYSICAL EDUCATION”**, of **SHEILA MAE T. EMBABUENA**, for the second semester of the S.Y. 2023-2024.

EXELSIS DEO A. DELOY, Ph.D.
Editor