

DISTANCE EDUCATIONAL RECREATIONAL ACTIVITIES: ITS IMPACT ON PSYCHOLOGICAL WELL-BEING AMONG GRADE 7 STUDENTS OF THE SCHOOLS DIVISION OF LEGAZPI CITY

Cruz, Bernard D.

Completed 2023



E - Saliksik
Department of Education
Research Portal
e-saliksik.deped.gov.ph

E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.

a. Title:

DISTANCE EDUCATION RECREATIONAL ACTIVITIES: ITS IMPACT ON PSYCHOLOGICAL WELL-BEING AMONG GRADE 7 STUDENTS OF THE SCHOOLS DIVISION OF LEGAZPI CITY

b. Name of Researcher

BERNARD D. CRUZ

c. Date of Technical Assistance

November 3, 2022, 8:00-12:00

d. Abstract

Distance education is the only option to ensure continuity of education in times of the COVID-19 pandemic. It also ensures health protection among teachers and students. This makes way to the new educational preparation, from face-to-face to remote learning (Fernando 2020). This implied that children spend less time outdoors because they concentrate on controlled academic-oriented activities, the use of digital technology, and unsafe outdoor situations. As a result of restrictions on outdoor activities, they are deprived of fresh air and sunshine exposure which is vital for their well-being. Further, less exposure to the outdoor environment including their peers can trigger a chain of problems that can affect their physical and mental health. This study is anchored on the Self-Determination Theory and Motivation proposes that people are motivated to grow and change by their inborn and general psychological needs, which include autonomy, competence, and connection.

In this study, the researcher assessed how the distance education influenced the psychological well-being of the students amidst pandemic especially the Grade 7 students since they were the ones who were under the distance education for two (2) consecutive years particularly school years 2020-

2021 and 2021-2022. This study is significant to the Physical Education teachers, students, and school community in the enhancement of the home-based physical activities.

This descriptive-quantitative research assessed the distance education recreational activities of the Grade 7 students involving indoor and outdoor activities. It determined the impact of distance learning recreational activities on the psychological well-being and academic performance of the students at present, the relationship between the psychological well-being and the academic performance, and the proposed physical education program to enhance the recreational activities of the students in the limited face-to face learning.

This study was conducted purposively on the three (3) selected secondary schools of Schools Division of Legazpi City through random sampling. To gather the data for the recreational activities a checklist was utilized, for the impact of recreational activities to the psychological well-being, a 5-point Likert scale questionnaire was utilized employing weighted mean (WM) and frequency and percentage distribution was employed for the academic performance. To determine how significant the relationship of academic performance to the psychological well-being, Pearson's Correlation Coefficient (r) was employed, utilizing the average final rating for the school year 2021-2022 and the average WM of the six (6) components of psychological well-being.

The following were the findings of the study:

1. The distance education recreational activities focused on indoor and outdoor activities. In particular, majority of the respondents from the three (3)

selected secondary schools in the Schools Division of Legazpi City preferred the technological-based indoor activities such as watching movies, playing video games, and watching YouTube, with a percentage of 71.48%; 65.01; and 63.71 respectively. While other students with a lower percentage indicated playing Scrabble, playing domino, and baking, with a percentage of 23.36%, 19.4%, and 18.96%.

With regards to outdoor activities, the top five (5) outdoor activities that the students preferred were as follows: walking, swimming, jogging, gardening, and running with a percentage of 63.32, 50.76; 45.19; 35.74; and 35.63, respectively. While the three (3) outdoor activities preferred by the respondents with the lowest percentage were picnic, camping, and fishing with a percentage of 16.56, 15.33, and 14.52 respectively.

2. The respondents agree on the impact of distance learning recreational activities on psychological well-being highlighting autonomy; environmental mastery; positive relations with others; purpose in life; and self-acceptance with an overall WM of 3.55. However, they moderately agree on the impact of the recreational activities on the personal growth. It showed that impact of distance learning recreational activities on psychological well-being vary among respondents.

The overall academic performance of the students was very satisfactory with an overall numerical value of 87. In particular, the average academic rating of respondents from school A is relatively high at 92, suggesting a strong overall performance with a range extending from 86 to 97. The respondents from school

B has an average rating of 83 with a rating range from 79-91. While the respondents from school C have an average rating of 85, with a rating range of 79-94. This range indicates the spread or variability in the academic ratings among the respondents from school A, B, and C.

3. There is no significant relationship between academic performance and students' psychological well-being with an average correlation coefficient equivalent of 0.087 which was influenced by the negative correlation results of school A and C with r equivalent to -0.186 and -0.147 respectively. In particular, there is a medium linear correlation of the psychological well-being and academic performance among the respondents from school B.

4. The proposed physical education program to enhance the recreational activities of students in the remote learning was preference-based. In view of these, the researcher proposed the Virtual Fitness Program. This program fosters the use of digital technology facilitated by technological advancement utilizing virtual platforms. It will highlight various activities that the students can choose from base on their preferences as follows: Virtual Fitness Challenges which involved various planned exercises; Virtual Sports Challenges that involved various sports from their homes; Virtual Dance Competitions can cater various home-based dance tutorials and competitions; Virtual Family Fitness Challenges can cater family involvement on a friendly fitness challenges within the household, such as a step-count competition, timed exercises, or obstacle courses, traditional games competitions, and others; and Community Engagement that will encourage students to connect with peers, share their progress, and provide mutual support.

The use of social media or dedicated online platforms for community building can be highlighted.

Based on the findings, the following conclusions were derived:

1. The distance education indoor recreational activities preferred by majority of students were technological-based activities such as watching movies, playing video games, and watching YouTube. While others preferred playing Scrabble, playing domino, and baking. The individual preferences can be associated with the personal interests, habits, lifestyles; ease of access to digital media platforms; and likelihood to physical interaction and face to face communication.

On outdoor activities, the top five (5) that the students preferred were walking, swimming, jogging, gardening, and running and the least preferred were picnic, camping, and fishing. The varied preferences of the outdoor activities can be related to the personal interest, accessibility, time constraint, physical well-being, purpose (managing stress), social distancing, and urban environment.

2. The impact of distance learning recreational activities varies among students. Hence, it is essential to recognize that people have diverse experiences and needs, so their perspectives on the impact of distance learning recreational activities on psychological well-being also vary. Factors such as the type of activities, individual preferences, and the context in which distance learning is taking place influenced the impact of recreational activities.

3. The academic performance and psychological well-being were inversely correlated in the case of A and C, it suggests that students who encountered more stress at school managed better than those who had less stress. It is supported by

"Adversity Quotient" (AQ) theory, stated that those who face and navigate through challenging situations at school or in life tend to develop resilience, determination, and problem-solving skills and determinants of their overall success and well-being. The respondents from school B, demonstrated a moderate positive association between academic success and the psychological well-being. It showed that changes in the educational and assessment system can be the root of a decline in wellbeing.

In general, the respondents from schools A, B, and C exhibited variability in academic performance, with differences in average ratings and a range of individual achievements. It can be concluded that distance learning recreational activities can influence students' well-being and how these activities affect academic performance may depend on individual preferences, time management skills, and the ability to strike a balance between leisure and academics.

4. The proposed physical education program to enhance the recreational activities of students in the remote learning was preference-based entitled Virtual Fitness Program. This program highlights five (5) various activities that the students can choose from base on their preferences such as Virtual Fitness Challenges; Virtual Sports Challenges; Virtual Dance Competitions; Virtual Family Fitness Challenges; and Community Engagement.

This study achieved a milestone in determining the students' preferred distance learning recreational activities during distance education. In addition, the preferred activities were associated with various factors. It established that the distance learning recreational activities have impact on the psychological well-

being highlighting autonomy; environmental mastery; personal growth; positive relations with others; purpose in life; and self-acceptance. However, a moderate impact was noted in personal growth. It was noted also that the distance recreational activities in general have no significant relationship on the academic performance and its correlation was dependent on the group of students who for instance with the changes in the psychological well-being, a significant correlated change in academic performance might occur. However, the manner on how the examination was conducted might create a decline in the psychological well-being among students.

In addition, this study can be a springboard for instructional leaders in providing home-based recreational activities among students considering the preferences of students. In this regard, the implementation of school recreational programs for the students can be guided by the concept that the students have varied preferences motivated by situations/factors in choosing the recreational activities. This concept was based on the Self-Determination and Motivation Theory which stated that people are motivated to grow and change by their inborn and general psychological needs which include autonomy, competence, and connection.

Based on the conclusions, the following recommendations were set forth:

1. Assign and provide students with supplemental home-based lessons and recreational activities that are technologically based, digitally-based, and referenced-base associated with the personal interests, habits, lifestyles; accessibility; affordability and likelihood to physical interaction.

2. Include in the Grade 7 entrance assessment the students' individual preferences, time management skills, and the ability to balance between leisure and academics. The results can serve as a base line in assigning diversified instructions and distance recreational activities that may have impact on psychological well-being and academic performance.

3. Provide and assign student of the planned and challenging learning activities that were referenced-based and adopt the principle that individuals who face and navigate through challenging situations at school or in life tend to develop resilience, determination, and problem-solving skills, which contribute to their overall success and well-being.

4. Implement the proposed Virtual Fitness Program highlighting the five (5) activities such as Virtual Fitness Challenges; Virtual Sports Challenges; Virtual Dance Competitions; Virtual Family Fitness Challenges; and Community Engagements in the three (3) schools involved in this study for the school year 2023-2024.

TABLE OF CONTENTS

Content	Page
Title Page	i
Abstract	ii
Table of Contents	x
List of Tables and Figures	xii
Introduction and Rationale	1
Research Questions	13
Scope and Limitation	14
Research Methodology	15
a. Sampling	15
b. Data Collection	15
Discussions of Results and Recommendations	18
1. Distance education recreational activities	18
a. Indoor	18
b. Outdoor	21
2. Impact of the distance learning recreational activities	25
a. Psychological well-being	25
1. Autonomy	25
2. Environmental mastery	33
3. Personal growth	36
4. Positive relations with others	45
5. Purpose in life	48
6. Self-acceptance	55
b. Academic performance	61
3. Significant relationship of academic performance to the psychological well-being	66
4. Proposed physical education program to enhance the recreational activities of students in the limited face-to-face learning	70
Findings	72
Conclusions	75

Recommendations	79
Dissemination and Advocacy Plan	80
References	86
Financial Report	90

List of Tables and Figures

Table	Title	Page
1. a.	Impact of Distance Learning Recreational Activities on Psychological Well-Being involving Autonomy	26
1		
2	Impact of Distance Learning Recreational Activities on Psychological Well-Being Involving Environmental Mastery	34
3	Distance Learning Recreational Activities on Psychological Well-Being involving Personal Growth	37
4	Impact of Distance Learning Recreational Activities on Psychological Well-Being Involving Positive Relations with Others	46
5	Impact of Distance Learning Recreational Activities on Psychological Well-Being Involving Purpose in Life	49
6	Impact of Distance Learning Recreational Activities on Psychological Well-Being Involving Self-Acceptance	56
2.a	Summary of Impact of Distance Learning Recreational Activities on Psychological Well-Being	59
2.b	Impact of Distance Learning Recreational Activities on Academic Performance of the Students	63
3	Pearson Correlation Coefficient, r Between Academic Performance and Psychological Well-being	67
Figure		
1	Percentage Distribution of Indoor Activities	19
2	Outdoor Activities	22
3	Percentage Distribution of Academic Rating	63

Introduction and Rationale

Distance education is the only option to ensure continuity of education in times of the COVID-19 pandemic. It also ensures health protection among teachers and students. This makes way to the new educational preparation, from face-to-face to remote learning (Fernando 2020). Distance education is defined as the learning procedure in which the teachers and the students are separated physically, which means no physical interaction between students. This learning condition brought learning issues that caused stressful situations for students, teachers, and parents.

To address the difficult situations in the new learning setup, the DepEd Order number 012 series of 2020 entitled "Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the Light of the COVID-19 Public Health Emergency" was implemented by the Department of Education (DepEd). It is a package of education interventions that guide school heads and teachers in facing education concerns in times of the COVID-19 pandemic. The BE-CLP assures education for all amidst the different learning modalities. These are classified into three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction (DepEd.gov.ph).

In distance education, the modular learning delivery modality is preferred by most students. They find it advantageous since they can have a flexible time doing their tasks, they can choose the learning phase and the place where they can perform the required outputs, and it is less expensive. However, this time of learning modality requires self-motivation and independence. Since it is not face-to-face learning, teachers' feedback cannot be provided immediately, oral communication

skills are seldom practiced, and regular access to technology is one of the requirements (philippineseducation.info).

In addition, Valentine, D. (n.d.), in an article entitled, "Distance Learning: Promises, Problems, and Possibilities", cited that despite the advantages of distance learning, still there are learning issues encountered. The learning issues are challenges that include quality of instruction, hidden costs, misuse of technology, and individual differences between teachers, students, and school heads. The personal attributes of the key players in the learning process have an impact on the general quality of learning outcomes. On the other hand, each of the learning issues is linked together which has an impact on the students' well-being and academic achievements.

In distance education, physical activities should follow rules on social distancing. This means that students amidst the pandemic are restricted from going to public places, so they are held in the comfort of their homes. These practices adapt the omnibus guidelines on "The Implementation of Community Quarantine in the Philippines" updated as of August 19, 2021, which defines community quarantine as the restriction of movement within, into, or out of the area of quarantine of individuals, large groups of people, or communities, designed to reduce the likelihood of transmission of infectious disease among persons in and to persons outside the affected area. This emergency setup resulted in limited outdoor recreational activities for students.

In the context of physical education, Stearns, C. (n.d), defined recreation as being able to enjoy involving the body by playing physical sports with others.

Operationally, it is defined as the involvement of the students in the physical activities. Recreational skills and personality traits can be strengthened through participation in physical activities which include the ability to participate in sports or games and develop the students' tolerance for failure and frustration. While utilizing different groups of muscles, can build up stamina and endurance. In addition, recreational activities involve a variety of cooperation and competition. Hence, students have to be exposed to recreational activities to be able to work with others positively in recreational settings. Further, some students have to collaborate with others to manage stress balance and hard work. Through recreational activities, students learn to accept defeat and sportsmanship.

The Article XIV of the 1987 Philippine Constitution Section 1, states that "the state shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all." In this regard, physical education plays a vital role in helping students achieve a better future. This is because students are more likely to engage in healthful exercise outside of school if they have improved motor skills, increased muscle strength, and increased bone density. Additionally, it gives students a chance to learn about the advantages of exercise and experience how nice it can feel to be involved in recreational activities (Ford, J., 2021).

According to the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) in an article entitled "Physical Education and Sports-Integration as a Cross-Curricular Pedagogical Approach" cited by the National Education Policy 2020, sports can be used as a pedagogical method to teach other

subjects and vice versa. Some areas fall under other school subjects such as science, mathematics, languages, social sciences, Information technology, etc. are also a part of physical education.

On the other hand, recreational activities refer to any outdoor activity undertaken for exercise, relaxation, or pleasure, including practice or instruction in any such activity (Law Insider, n.d.). According to Akar, G. (2015), recreation refers to “the time spent in an activity one loves to engage in, with an intent to feel refreshed”. It is a way of breaking the usual routine which relieves stress and relaxes the body and mind. Recreational activities can be classified into indoor and outdoor activities.

On the other hand, grade 7 students belonging to the age group of 11-12 years old, according to the article, “Social and Emotional Development”, children ages 11-13 are in a very emotional stage due to hormonal changes. At this stage, children are easily influenced by peers. Some of the characteristics include developing personal values; learning to make proper choices to resolve conflicts about the influence of peers; they are easily influenced by the environment, friends, social media, fashion trends, and culture; they are in the developing stage of understanding the consequences of their actions; they like to participate in group activities with an observable outcome such as skits with costumes, community singing, group dance, and others; and they have their way of communicating with peers and on the process of developing leadership skills.

In connection with the information cited above, Rodrigo, G. (2018), in the article entitled, "Why Children Need Outdoor Activities to Boost Well-being?"

explained that outdoor activities are important for youngsters' development. But, based on the research-based data, children spend up to 90% of their time indoors. This implies that children spend less time outdoors because they concentrate on controlled academic-oriented activities, the use of digital technology, and unsafe outdoor situations. As a result of restrictions on outdoor activities, they are deprived of fresh air and sunshine exposure which is vital for their well-being. Further, less exposure to the outdoor environment including their peers can trigger a chain of problems that can affect their physical and mental health.

Furthermore, Street, G., and James, R. (n.d.), in an article entitled, " The Relationship Between Organized Recreational Activity and Mental Health," stated that a review of current literature specifies that people who participate in sports clubs and planned recreational activities acquired high psychological well-being, become alert, and more resilient against the pressures of the untoward circumstances.

Psychological well-being according to Morin, A. (2020), refers to the individual's emotional health and overall functioning. High psychological well-being is about feeling happy and doing well. It means that a person with high psychological well-being is someone who feels capable, happy, well supported, and satisfied with life. High psychological well-being is associated with positive circumstances in life, such as having basic needs, the feeling of security, and other factors that contribute to emotional health such as association with peers, feeling of satisfaction, being involved in recreational activities, and the feeling of belongingness. Operationally, psychological well-being is defined as the soundness of the mind, involving a positive mindset, emotion, and disposition.

Academic performance is defined as the measurement of students' achievement across various academic subjects. It can be measured using classroom performance, graduation rates, and results from standardized tests (ballotpedia.org). Abaidoo, A. (2018), cited that the student factors of academic performance include regular studying, self-motivation, punctuality, regular class attendance, hard work, and interest in a subject, which was related to age. While the teacher factors include instruction, constant follow-up, and feedback.

In addition, parent factors include concern about their children's academics, support of their needs, and level of educational status. The school also plays a significant role by providing textbooks and modules. Operationally, academic performance refers to the overall school performance of the students.

In addition, Turashvili, T. and Japaridze, M. (n.d.), cited that students, who have a medium or high level of academic performance, have a high index of well-being. This is supported by Gräbel, B.F. (2017), who stated that there is a positive relationship between emotional and psychological well-being and academic achievement.

Based on the aforementioned significance of recreational activities on the psychological well-being and academic performance of the students, the researcher is interested in determining the distance learning recreational activities of grade 7 students of Legazpi City National High School. The Grade 7 students were selected as respondents of this study since they were a group who were under distance education for two (2) consecutive years particularly school years 2020-2021 and 2021-2022. The researcher assessed how distance education influenced the

psychological well-being of the students amidst the pandemic. It was established that recreational activities have an impact on the academic performance of students across various learning areas.

This study is significant to the physical education teachers for the enhancement of the physical activities assigned to the students amidst health emergency conditions and limited face-to-face learning. It is also significant to the students, parents, and other stakeholders to know the importance of recreational activities to psychological well-being and their impact on academic performance and other aspects of the education process.

Literature Review

Physical education is connected with the improved academic performance of students. Scientific evidence suggests that a lack of physical activity among students has an impact on cardiovascular health and well-being. Modern curriculum instruction requires more time spent in the classroom than allowing students to go out and be involved in recreational activities. This adds a burden to the physical education teachers on how the allotted time can be utilized for leisure and vital fitness goals. The goals of physical education include teaching essential body management skills to students which is essential in their entire existence involving nutrition, exercise, and health which can result in the ability to stop and start on signal, perception of relationships of things, self-recognition, and balance and control. Another is promoting physical fitness as fun and developing teamwork, sportsmanship, and cooperation (Schoolyard, 2019).

Recreational activities are utilized as therapeutic recreation to help people with "illnesses, disabilities, and other conditions to develop and use their leisure to enhance their health, independence, and well-being." Outdoor activities can result in feelings of success and improvement and feelings of confidence due to the hands-on experiences and self-actualization which can result in mind revitalization, self-expression, and mental stimulation.

According to Akar, G. (2015), recreational activities can be classified into two (2) types, indoor and outdoor activities. Mann, S. (2020), identified the indoor activities for older kids and teens, some of these include a race track for miniature toy cars, sock games, hot potato which allows them not to be caught holding the ball as the music stops, indoor bowling, card games, watching movies, domino games, video games, hide and seek, scavenger hunt, obstacle course, indoor camping, and basketball.

Indoor games and sports are a variety of structured games or competitive physical exercises, usually played at home, in a well-covered building, or in a constructed sports venue like special facilities such as gyms, saunas, gymnasiums, or indoor stadiums. On the other hand, outdoor activities are in the form of leisure, recreation, sport, play, and cultural activities held outdoors. Some of the common outdoor recreational activities include archery, badminton, baseball, basketball, beach volleyball, beekeeping, birdwatching, camping, canoeing, cycling, fishing, football, gardening, hide and seek, hiking, kite flying, landscape painting, lawn bowling, photography, picnics, running, sightseeing, skipping rope, swimming, lawn tennis, and walking (Spacey, J., 2020).

According to the article entitled, "Benefits of Recreation", published by Town of Winsor (2021), the benefits of joining recreational activities include developing personal development and growth; physical health; self-esteem and self-reliance; creativity and sense of accomplishment; creating more fun; enhances pleasure; reduces stress; increases life satisfaction, and promotes psychological well-being.

In this regard, McKay, C. (2012), in the article, "The Psychological Benefits of Participation in Leisure Pursuits for Adolescents," captured several works of researchers from Compton, 1994, p. 9, who associated leisure with the individual's general psychological well-being, they are Albert Bandura, John Finnis, and Abraham Maslow. Albert Bandura stated that leisure experiences are important to growth and development during a lifetime. While John Finnis, cited leisure as the key to attaining well-being, and Maslow's hierarchy of needs states that leisure is essential to accomplish a state of self-actualization.

In line with psychological well-being, the study of Turashvili, T., and Japaridze, M. (2013), entitled, "Psychological Well-Being and its Relation to Academic Performance of Students in Georgian Context," investigated the correlation of the social, political, and economic conditions, and frequent reforms in the educational system of Georgia to the student's high level of depression, low level of well-being, as reflected on their academic performance. This study involved 252 students with an average age of 21 employing a well-being inventory. Results revealed that students have a middle level of well-being, no sign of depression, and average self-evaluated academic performance. It was revealed further that students with medium or high academic performance and who can manage task-coping

strategies have a high index of well-being, purpose in life, and personal growth scale. However, the students, who carry an avoidance coping strategy, have a high level of depression.

The present has the same bearing since it examined the psychological well-being and academic performance as the impact of physical activities on students. However, assessed the recreational activities of the Grade 7 students during distance education amidst pandemic.

Furthermore, Gräbel, B. F. (2017), in a study entitled, "The Relationship between Well-being and Academic Achievement: A Systematic Review," investigated the relationship between psychological well-being and the academic performance of students. This was done through research analysis, which led to five (5) most relevant studies out of the 300-reviewed literature. Related studies showed that there is a positive relationship between emotional and psychological well-being and academic achievement. In general, students with higher levels of psychological and emotional well-being also show higher levels of academic achievement. While engagement, self-esteem, organizational justice, interpersonal relationship with teachers, student's perception of school, and motives for attending school can be mediating factors between the relationship of well-being and academic achievement.

The present study involves psychological well-being and academic performance as the impact of recreational activities on students. It did not assess the relationship between the two variables but rather made use of the primary data acquired from the grade 7 respondents and the factors that mediate with the

academic performance was assessed. In addition, Trucchia, S. (2013), in a study entitled, "Relationship between Academic Performance, Psychological Well-Being, and Coping Strategies in Medical Students," determined the level of psychological well-being and coping strategies of 374 medical students at the University of Córdoba, Argentina. Results revealed that Students with "VG/G (Very Good/Good) performance" show high levels of satisfaction and well-being, and use direct coping strategies which lead them to "cope with problematic situations" utilizing "problem-solving". Students with "R/I (Regular/Insufficient) academic performance" declare "dissatisfaction with most aspects of their personalities", feel unable to give a satisfactory response to environmental demands, and assume "avoidance behaviors" as coping strategies. The present study also involves psychological well-being and academic performance but involves coping strategies, and its respondents are Grade 7 students.

On the other hand, Guan, J. and Tena, J.D. (2020), in a study entitled, "Physical Activity, Leisure-Time Cognition, and Academic Grades: Connections and Causal Effects in Chinese Students," determined the impact of physical activities on the academic outcome and time allocation involving Chinese adolescents employing structural equation models. Results showed that physical exercise yields a positive direct effect on academic outcomes, and increases students' involvement in activities that are positively correlated with academic outcomes. The present study has the same bearing since it also focused on the physical activities involved in recreational activities and their impact on the academic performance of the students. However, it assessed the time of involvement in leisure activities.

Another study conducted by Aaltonen, S. (2016) et al. (2016), entitled, "Leisure-Time Physical Activity and Academic Performance: Cross-Lagged Associations from Adolescence to Young Adulthood," examined the direction and magnitude of the association of leisure time and academic performance of adolescents. This study involved 2,859 individuals composed of Finnish twins. Results showed that higher academic performance at ages 12, 14, and 17 predicted higher leisure-time physical activity at subsequent time points. Findings suggest that better academic performance in adolescence discreetly predicts more physical activity in late adolescence and young adulthood. The present study has the same bearing since it assessed the impact of recreational activities on the academic performance of students but only involved Grade 7 students.

This study is anchored on the Self-Determination Theory and Motivation established by Edward Deci and Richard Ryan, who first presented their ideas in their 1985 book *Self-Determination and Intrinsic Motivation in Human Behavior*. This theory proposes that people are motivated to grow and change by three inborn and general psychological needs, which include autonomy, competence, and connection. According to this theory, a person should be in control of his/her behaviors and goals. Self-actualization or being hands-on helped to acquire self-determination. In the same manner, one has to gain mastery of tasks and learn other skills, which help to achieve goals. Moreover, most importantly, the sense of belongingness is an important part of the psychological well-being of a person. From this theory, through recreational activities, self-actualization was achieved, which leads to knowing personal potential and connecting with others (Cherry, K., 2021).

In addition, the "Adversity Quotient" (AQ) theory supported the self-actualization principle that being hands-on helped to acquire self-determination. The "Adversity Quotient" (AQ) theory was developed by psychologist Paul G. Stoltz who stated that an individual's ability to deal with and overcome challenges and adversities is a significant predictor of their success. It means that individuals who face and navigate through challenging situations at school or in life tend to develop resilience, determination, and problem-solving skills. All these contributed to their overall success and well-being.

The reviewed literature focused on recreational activities, leisure activities, psychological well-being and its relation to academic performance, and physical activities, and their impact on academic performance. None of the reviewed studies attempted to determine the impact of the distance education recreational activities of grade 7 students on their psychological well-being and academic performance. These are the gaps bridged by the present study.

Research Questions

This study assessed the distance education recreational activities of Grade 7 of the three (3) selected secondary schools of the Schools Division of Legazpi City amidst distance education. Specifically, it sought answers to the following questions:

1. What are the distance education recreational activities in the previous years of the Grade 7 students in terms of:
 - a. Indoor and
 - b. Outdoor activities?

2. What is the impact of distance learning recreational activities on the students in terms of:
 - a. Psychological well-being and
 - b. Academic performance?
3. How significant is the relationship between academic performance and psychological well-being?
4. What physical education program can be proposed to enhance the recreational activities of students in limited face-to-face learning?

Scope and Limitation

This descriptive-quantitative research assessed the distance education recreational activities in the previous years of the Grade 7 students involving indoor and outdoor activities. It determined the impact of distance learning recreational activities on the psychological well-being and academic performance of the students at present, the relationship between psychological well-being and academic performance, and the proposed physical education program to enhance the recreational activities of the students in the limited face-to-face learning.

This study was conducted purposively on the three (3) selected secondary schools of the Schools Division of Legazpi City involving male and female Grade 7 physical education students through random sampling. The exact number of respondents was determined through the utilization of Slovin's formula. To gather the data for the recreational activities a checklist was utilized, for the impact of recreational activities on psychological well-being, a 5-point Likert scale questionnaire was utilized employing weighted mean (WM), and frequency and

percentage distribution were employed for the academic performance. To determine how significant the relationship between academic performance and psychological well-being, Pearson's Correlation Coefficient, (r) was employed, utilizing the average final rating for the school year 2021-2022 and the average WM of the six (6) components of psychological well-being.

Research Methodology

a. Sampling

This study involved a total of 230 respondents who accomplished the questionnaire among the randomly selected respondents composed of male and female Grade 7 students from the three (3) selected public secondary schools of the Division of Legazpi City with the actual number of respondents coded as A (LCNHS) with 78 respondents, B (PHS) with 72 respondents, and C (MNHS) with 80 respondents. Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population.

b. Data Collection

The necessary permit to conduct research was accomplished by the researcher from the Schools Division Superintendent of Legazpi City and all the public secondary School Heads involved in the study. Proper consent was asked from the parents of the respondents. The parents were assured of the confidentiality of the responses. Any issue that may affect the data collection was given appropriate action.

To collect appropriate data, the researcher used a checklist and a 5-point Likert scale structured survey questionnaire. The indicators of the 5-point Likert scale survey questionnaire to determine the impact on psychological well-being were adapted from The Ryff Scales of Psychological Well-Being. The Ryff is a straightforward and relatively short survey that assesses the psychological component of well-being (Seifert, T., 2005). The data for the academic performance for the first to fourth quarter of the school year 2021-2022 were provided by the respondents through the class adviser's record.

To treat the data obtained on distance education recreational activities and their impact on psychological well-being, descriptive statistics was utilized including the f (frequency), % (percentage), and WM (weighted mean). The mathematical formula of weighted mean is $WM = \frac{\sum n}{N}$, where: WM is the weighted mean, $\sum n$ is a sum of responses, and N is the number of respondents. In the analysis of the academic performance of students, frequency distribution and percentage were employed.

To facilitate the interpretation of data, and to properly guide the researcher in the computation numerical rating was used. The numerical rating range and the adjectival description for the distance education recreational activities include 5- Always (4.50-5.00), 4- Often (3.50-4.49), 3-Sometimes (2.50-3.49), 2-Rare (1.50-2.49), 1-Never (0.50-1.49), and for the impact on the psychological wellbeing. 5- Strongly Agree (4.50-5.00), 4-Agree (3.50-4.49), 3-Moderately Agree (2.50-3.49), 2- Disagree (1.50-2.49), 1-Strongly Disagree (0.50-1.49).

To determine the relationship between psychological well-being and academic performance, Pearson's correlation coefficient (r) was used. Pearson's correlation coefficient (r) demonstrates whether the two variables are related to each other. The formula of Pearson's correlation coefficient, (r) and the absolute value of the correlation coefficient are shown below:

Where:

r = correlation coefficient

x_i = values of the x-variable in a sample

\bar{x} = mean of the values of the x-variable

y_i = values of the y-variable in a sample

\bar{y} = mean of the values of the y-variable

$$r = \frac{\sum (x_i - \bar{x}) (y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

Pearson's correlation coefficient is the test statistics that measure the statistical relationship, or association, between two continuous variables. The following is the absolute value of the correlation coefficient and the Correlation interpretation.

The absolute value of the correlation coefficient	Correlation interpretation
0.8–1.0	Highly linear correlation
0.6–0.8	Strong linear correlation
0.4–0.6	Medium linear correlation
0.2–0.4	Weak linear correlation
0.0–0.2	Weak or no correlation

Discussions of Results and Recommendations

The results and discussions were based on the gathered data using a structured questionnaire. It assessed the distance education recreational activities of the selected Grade 7 students of the three selected secondary schools of the Schools Division of Legazpi City amidst distance education with the following objectives: (1) determine the distance education recreational activities in the previous years of the Grade 7 students in terms of indoor and outdoor activities; (2) assess the impact of the distance learning recreational activities on the students' present status in terms of psychological well-being and academic performance; (3) determine the significant relationship between the academic performance and psychological well-being; and (4) propose a physical education program that can enhance the recreational activities of students during the limited face-to-face learning.

1. Distance education recreational activities

The recreational activities involved in this study were classified into indoor and outdoor activities. An average of 230 respondents from the three (3) selected secondary schools Division of Legazpi City indicated the most significant indoor activities during distance education.

a. Indoor

The 10 indoor activities involved in this study were the activities that can be done indoors and be performed whether alone, by a partner, or by group. Among the 10 indicators, the top three (3) activities were online-based or digital-based activities. Among these, the highest indoor activity indicated by 71.49% of

respondents was *watching movies*. This was followed by *playing video games* selected by 65.01% of the respondents. The third was watching YouTube with a rating of 63.71%. While 18.98% of the respondents cited *baking*, which was the least-rated indoor activity among others. Figure 1 shows the percentage distribution of indoor activities.

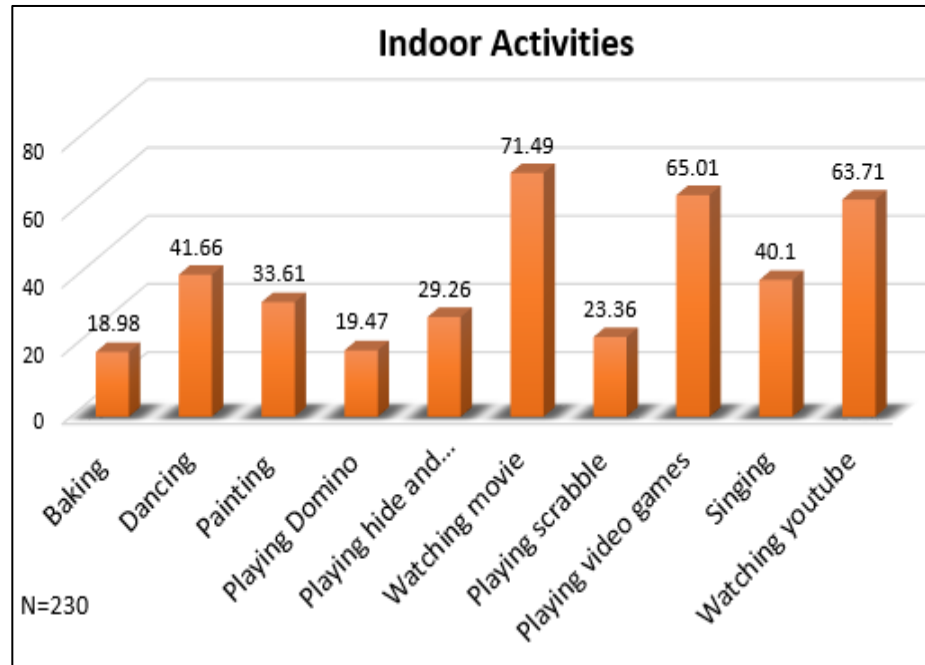


Figure 1. Percentage Distribution of Indoor Activities

Results showed that the students prefer technological-based indoor activities such as watching movies, playing video games, and watching YouTube. With a percentage of 71.48%; 65.01; and 63.71 respectively. However, fewer students were involved in playing Scrabble, playing Domino, and baking, with a percentage of 23.36%, 19.4%, and 18.96%.

It can be implied that the respondents have a common preference in terms of indoor activities which was influenced by several factors such as *leisure preferences*, students often have a range of leisure activities to choose from, and

their preferences for how they spend their free time can differ based on personal interests, habits, and lifestyles. Another factor is *digital media consumption*; many students today have easy access to digital media platforms like YouTube and enjoy watching videos or playing video games. These activities can be engaging, and entertaining, and provide a sense of relaxation and escapism.

In addition, *to traditional games and hobbies*, activities like playing Scrabble, dominoes, or baking fall under more traditional and offline leisure pursuits. These activities may require more social interaction, strategy, or creativity, and they can be enjoyable and fulfilling in their own right. Further, *variability of preferences*, it's important to note that preferences for leisure activities are highly subjective and can vary significantly from one individual to another. Some students may have a strong preference for digital entertainment, while others may find great enjoyment in traditional games or baking. Furthermore, *changing trends* influenced the preference for digital media and online entertainment, especially among younger generations. The ease of access to digital content and the immersive nature of video games have made them increasingly popular choices.

It can be implied further that finding a balance between different types of leisure activities is important for maintaining a well-rounded lifestyle. Engaging in a variety of activities, both digital and offline, can provide a more comprehensive and fulfilling leisure experience. While it's easy to categorize activities like watching movies and playing video games as purely leisure, some video games and documentaries on platforms like YouTube can also have educational value. For example, certain games can improve problem-solving skills, and educational

YouTube channels offer valuable information on a wide range of topics. In addition, some traditional activities like playing Scrabble or baking can be highly social, fostering communication, collaboration, and face-to-face interaction among participants. In contrast, digital activities may be more solitary in nature which conforms to the limited face-to-face interaction during distance education.

In conclusion, while it's true that many students may lean towards digital and entertainment-focused activities like watching movies, playing video games, and watching YouTube, it's essential to remember that individual preferences are diverse. Students, like anyone else, have varied interests, and some may still greatly enjoy traditional games or hobbies such as playing Scrabble, dominoes, or baking. Ultimately, the choice of leisure activities should be guided by personal interests and the desire for a balanced and enjoyable lifestyle.

Rathakrishnan, B. et al. (2023), in a study entitled, Gaming Preferences and Personality among School Students cited that a substantial correlation between personality traits (extraversion, agreeableness, conscientiousness, neuroticism, and openness) and gaming preferences (RPG, combat, online, and music genres). The findings show that there is a difference between gender and the amount of time spent gaming, but not between age and the frequency of gaming. Gaming choice affects children's conduct and general health in daily life and is linked to personality from a psychological point of view.

b. Outdoor activities

The outdoor activities cited in this study include the activities that can be done outside of the house that can be done alone, by partner, and by group. Among the

10 outdoor activities, walking was rated highest with 63.32%. This was followed by jogging which was cited by 50.76% of the respondents. And, the third one was swimming with a rating of 49.19%. However, the least cited outdoor activity was fishing with a rating of 14.52%. Figure 2 shows the outdoor activities.

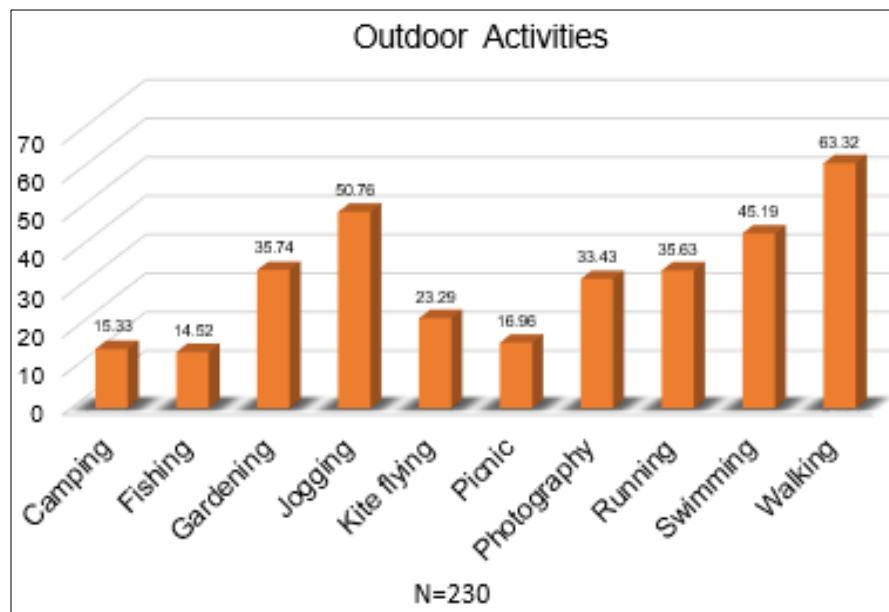


Figure 2. Outdoor Activities

Results revealed that during distance education, students preferred the top five (5) outdoor activities such as walking, swimming, jogging, gardening, and running with a percentage of 63.32, 50.76; 45.19; 35.74; and 35.63, respectively. However, fewer students preferred picnic, camping, and fishing, with a percentage of 16.56, 15.33, and 14.52 respectively.

The results suggest that the preference for outdoor activities like walking, swimming, jogging, gardening, and running over activities such as camping, fishing, and picnicking during a period of distance education can be influenced by various factors such as *accessibility* of the activities like walking, jogging, and gardening are often more accessible to students during distance education. They don't require

specialized equipment or locations, and they can be done in one's backyard or neighborhood. Swimming and running can also be accessible if students have access to a pool or suitable running paths nearby.

In addition, *physical well-being* is another consideration since outdoor activities like jogging and swimming are known for their physical health benefits. Students may prioritize activities that help them stay physically active and maintain their fitness levels, especially when they are spending more time indoors due to distance learning.

Further, *managing stress* can also be another reason since activities such as walking, gardening, and running are often considered relaxing and stress-relieving. Engaging in these activities can help students manage the stress and anxiety that may come with remote learning.

Additionally, *social distancing* was imposed in times of pandemic or social distancing measures, outdoor activities like walking or jogging can be performed while maintaining social distance from others. This aligns with the need to follow safety guidelines, students engaged in distance education may have limited time for leisure activities due to coursework and online classes. Activities like walking and jogging can be done relatively quickly, while camping or fishing might require more time and planning.

It can be implied that some students may prefer solitary activities like jogging or gardening as they offer a sense of solitude and personal space, which can be appealing during a period of remote learning. For students living in urban or suburban areas, outdoor activities like walking or jogging might be more feasible due

to limited access to camping or fishing spots. Gardening can also be adapted to smaller spaces like balconies or patios.

In addition, students' interests play a significant role in their choice of leisure activities. Those who have a strong interest in fitness or nature-related pursuits are more likely to opt for activities like jogging, swimming, or gardening.

While, activities like camping and fishing often involve more logistics, equipment, and sometimes travel to remote areas. This might be less convenient and safe during a time when restrictions and safety concerns are prevalent. The choice of outdoor activities can be influenced by the season. Some activities, like gardening, may be more appealing during summer, while camping or fishing might be favored during specific seasons.

In conclusion, the preference for outdoor activities like walking, swimming, jogging, gardening, and running over camping, fishing, and picnicking during distance education can be attributed to factors such as accessibility, physical well-being, managing stress, social distancing, time constraints, personal interests, and the urban environment. These preferences are highly individualized and may vary depending on the student's circumstances and preferences.

Aquino, J. (2023) in a study entitled “Assessing the Role of Recreational Activities in Physical Education Participation of College Students in One State University in Laguna Philippines,” stated that the responders' strong desire to participate in recreational activities and succeed in their lessons, as well as their positive views toward physical education programs are personal preference-dependent. Their enthusiasm for learning and trying out new outdoor activities

demonstrates their proactive attitude to physical education. It emphasizes how important it is to create a supportive, engaging environment for physical education that fosters kids' overall development and well-being. It is advised that educators use the designed manual to give recreational activities a top priority in their courses and create an environment that supports active involvement and enjoyment.

2. Impact of the Distance Learning Recreational Activities

The impact of distance learning recreational activities in this study focused on psychological well-being and academic performance. The discussion was based on the average treated data from the selected public secondary schools of Legazpi City coded as A, B, and C.

2. a. Psychological well-being

Psychological well-being refers to a person's overall mental and emotional state, characterized by a sense of happiness, contentment, and satisfaction with life. It encompasses various aspects of a person's mental health and emotional functioning, and it is influenced by a combination of internal and external factors.

The psychological well-being involved in this study focused on autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.

2. a. 1. Autonomy

Autonomy is a crucial component of psychological well-being and plays a significant role in an individual's overall happiness and satisfaction with life. It is one of the key concepts in self-determination theory (SDT), a widely accepted framework

in psychology for understanding human motivation and well-being. Autonomy refers to the sense of freedom and control that individuals have over their own lives, choices, and actions. It involves feeling in control of one's own life and decisions. When individuals have the autonomy to make choices that align with their values and preferences, they feel a greater sense of control over their destiny. This can lead to reduced stress and anxiety and an increased sense of well-being.

In this study, the respondents agree on the impact of distance learning recreational activities on psychological well-being focusing on autonomy based on the five (5) indicators with a general average WM of 3.5. Table 2.a.1 shows the impact of distance learning recreational activities on psychological well-being involving autonomy.

Table 2.a.1
Impact of Distance Learning Recreational Activities on Psychological
Well-Being involving Autonomy

Indicators		A	B	C	Ave. WM	Desc
a. I am not afraid to voice my opinions, even when people are opposed.		3.32	2.84	3.3	3.2	MA
b. My decisions are not usually influenced by what everyone else is doing.		3.72	3.36	3.86	3.6	A
c. I judge myself by what I think is important, not by the values of what others think.		3.62	3.76	3.22	3.5	A
d. It's difficult for me to voice my own opinions on controversial matters.		3.68	3.34	3.43	3.5	A
e. I tend to worry about what other people think of me.		4.04	3.82	3.39	3.8	A
Average WM		3.68	3.42	3.44	3.5	A
4.50-5.00 (SA) Strongly Agree	3.50-4.49 (A) Agree	2.50-3.49 (MA) Moderately Agree	1.30-2.49 (D) Disagree	1.0-1.49 (SD) Strongly Disagree		

In particular, School A agrees on the indicators with an average WM of 3.68, while B and C moderately agree with an average WM of 3.42 and 3.44 respectively. In general, the majority of the respondents agree on the four (4) indicators. Among these indicators, e was rated highest with an average WM of 3.8 cited as *I tend to worry about what other people think of me*. However, the majority of respondents from school C, moderately agree with an average WM of 3.39. This was followed by indicator b with an average WM of 3.6 cited as *my decisions are not usually influenced by what everyone else is doing*. However, respondents from school B moderately agree. The third rated indicators were **c** and **d** with an average WM of 3.5 cited as *I judge myself by what I think is important, not by the values of what others think* and *it's difficult for me to voice my own opinions on controversial matters*. However, C moderately agrees on indicator c and both B and C moderately agree on indicator d. While all the respondents moderately agree on indicator **a** with an average WM of 3.2 cited *I am not afraid to voice my opinions, even when people opposed*.

Generally, results revealed that respondents agree that distance learning recreational activities have an impact on psychological well-being focusing on autonomy with an average WM of 3.5. It was revealed also that even when the average falls under agree, there were group/s of respondents who moderately agreed. The indicators with varied results with detailed discussion were as follows:

Respondents from schools A and B agree on the indicator *I tend to worry about what other people think of me* but C moderately agree. It shows that most of the students, like many people, tend to worry about what others think due to a variety of

psychological, social, and developmental factors. Some of the reasons why students, in particular, may be prone to worrying about the opinions of others include *social comparison*, adolescence and young adulthood are periods when individuals often engage in social comparison. Students compare themselves to their peers academically, socially, and in terms of appearance. This constant comparison can lead to anxiety and self-doubt as students strive to fit in or measure up to perceived societal or peer standards.

The *desire for acceptance and belonging* is another reason because students are at a stage in their lives where they are seeking acceptance and belonging. They want to be part of social groups and be liked by their peers. This desire for acceptance can make them highly sensitive to the judgments and opinions of others.

In addition, *self-esteem development* is another factor, since during the formative years of adolescence and young adulthood, individuals are developing their self-esteem and self-concept. Negative judgments from others can significantly impact their self-esteem and self-worth. This makes them more susceptible to worrying about what others think.

It can be implied that students often face peer pressure to conform to certain behaviors, interests, or appearances. Fear of being ostracized or excluded from social groups can lead to anxiety about adhering to these peer expectations. The rise of social media has amplified the visibility of students' lives to a global audience. The constant posting, liking, and commenting culture on social media can intensify the fear of judgment and the desire for approval from others. In addition, academic settings can be highly competitive, and students often feel the pressure to perform

well academically. This performance anxiety can lead to concerns about how others perceive their abilities and achievements. The fear of rejection whether in friendships or romantic relationships, can be particularly strong during these years. Students may worry that expressing their true selves or their opinions will lead to rejection by their peers or potential romantic partners. The expectations and judgments from parents, teachers, and other authority figures can also play a significant role in students' worries about what others think. Students may feel pressured to meet the expectations set by these influential adults.

Further, supportive environments, open communication, and the development of self-confidence and resilience are crucial in helping students healthily navigate these concerns. Encouraging self-acceptance, promoting positive self-esteem, and teaching coping skills can all contribute to reducing the negative impact of worrying about what others think.

The indicator *that my decisions are not usually influenced by what everyone else is doing* was agreed by respondents from schools A and C, However, B moderately agreed; It was revealed that respondents from A and C suggested that they possess a degree of independence, individuality, and autonomy in their decision-making process. Independent decision-making can be a catalyst for personal growth and self-discovery. It encourages one to explore own values, preferences, and interests, which can lead to a deeper understanding of oneself and goals.

It can be implied that this mindset and behavior indicate a strong sense of autonomy. They make choices based on their values, preferences, and beliefs rather

than succumbing to external pressures or conforming to societal or peer norms. In addition, it suggests that the students were engaged in critical thinking and considered the pros and cons of various options before making decisions. In addition, when one's decisions are not typically influenced by what everyone else is doing, it signifies a strong sense of autonomy, individuality, critical thinking, and self-confidence. These qualities can contribute to personal growth, well-being, and the ability to make choices that align with good values and aspirations.

The indicator *I judge myself by what I think is important, not by the values of what others think*, was agreed by the respondents from schools A and B, but C moderately agreed; this suggests that those who agree, prioritize authenticity in their self-assessment. They are more likely to be true to themselves and their values, which can lead to a stronger sense of self and a more genuine and fulfilling life. When ones judge themselves based on their values, they are showing self-respect. They are acknowledging their worth and the importance of individual beliefs and principles. This can lead to higher self-esteem and self-worth.

It can be implied that anyone can enjoy greater freedom of choice when self-judgment is based on own values. When one is not limited by the expectations or judgments of others, he or she can explore a wider range of possibilities and pursue her or his chosen paths. This approach ensures that one's actions and decisions are aligned with his personal goals and aspirations. It can lead to a more purpose-driven life and a stronger sense of direction. Hence, judging oneself based on personal beliefs is important, rather than by the values of what others think, and has the potential to lead to greater authenticity, self-respect, personal fulfillment, and

resilience. It empowers anyone to live a life that is true to his or her values and aspirations, rather than conforming to external expectations.

The *indicator that it's difficult for me to voice my own opinions on controversial matters*, was agreed by A but B and C moderately agree. Finding it difficult to voice out opinions on controversial matters can have several meanings and implications, both on an individual and societal level. The fear of conflict is one common reason for this difficulty. Controversial topics often elicit strong emotions and differing viewpoints, and some individuals may prefer to avoid conflicts or arguments by remaining silent. They might fear that expressing their opinion will lead to heated debates or strained relationships. People often conform to social norms and values to fit in and be accepted by their social groups. Expressing controversial opinions that deviate from the prevailing beliefs of a particular group can lead to social ostracism or alienation. Thus, individuals may choose silence to maintain their social connections.

It can be implied that some students may lack confidence in their ability to articulate their opinions effectively or fear they may not have enough knowledge to support their viewpoints adequately. This can make them hesitant to express themselves on controversial matters. In addition, speaking out on controversial issues can sometimes attract unwanted attention, including online harassment or even threats. Individuals may choose not to voice their opinions to protect their safety. Some view their opinions as personal and private matters. They may believe that not every opinion needs to be shared, especially if it has the potential to create tension or discord. Further, it is important to note that the difficulty in voicing opinions

on controversial matters can vary widely from person to person and from situation to situation. While some individuals may choose silence as a means of self-preservation or to maintain social harmony, others may see it as a missed opportunity to contribute to important discussions and promote change.

Hence, encouraging open and respectful dialogue, creating safe spaces for discussions, and promoting empathy and active listening can help individuals feel more comfortable sharing their opinions on controversial topics. Additionally, understanding the reasons behind someone's silence can lead to more constructive and empathetic conversations.

On the other hand, no one agrees on the indicator *I am not afraid to voice my opinions, even when people are opposed*. The results suggest that the students have a different perspective or experience from what is typically considered a sign or indicator of someone's willingness to express their opinions. In this context, it appears that they may not resonate with the commonly held belief that a person's fearlessness in voicing his/her opinions is reflected by their willingness to do so even when faced with opposition. Instead, they might hold a different viewpoint on what constitutes genuine assertiveness or vocalization of one's opinions.

It can be implied that they believe that there are other, more accurate indicators of a person's ability to voice his/her opinions effectively. This could include factors such as the ability to engage in respectful dialogue, the capacity to actively listen to opposing views, or the skill to persuade and communicate effectively. They might emphasize the importance of striking a balance between assertiveness and adaptability. While they value the courage to express their views, they may also

recognize the value of flexibility and the ability to adapt one's communication style based on the audience or circumstances.

Further, a deep understanding of the complexities of voicing opinions and a belief that the willingness to express one's views should not be solely determined by a single indicator, especially one focused on opposition. This perspective may reflect a broader and more effective approach to communication and assertiveness.

Ames, D. et al. (2017), in a study entitled “Interpersonal Assertiveness: Inside the Balancing Act” cited that low levels of assertiveness, or conflict avoidance, sometimes reflect the operation of fear or anxiety. For instance, fear of conflict has been identified as a reason why people may shy away from providing negative feedback to poor performers during performance evaluations

2.a.2. Environmental mastery

Environmental mastery is one of the key components of psychological well-being, as proposed by psychologist Carol Ryff in her theory of psychological well-being. It refers to an individual's sense of competence and control over their environment. This component encompasses several aspects of an individual's life and their ability to effectively manage and adapt to their surroundings. In summary, environmental mastery is a vital component of psychological well-being as it reflects an individual's ability to effectively manage and adapt to their environment. It involves personal competence, autonomy, effective problem-solving, and the pursuit of meaningful goals.

"Environmental mastery" is a term within the framework of Positive Psychology. It refers to an individual's ability to effectively manage and adapt to their

environment, which includes the ability to meet personal goals, solve problems, and navigate life's challenges. Cultivating environmental mastery can lead to greater life satisfaction, reduced stress, and an overall sense of well-being.

In general, the majority of the respondents agree on the impact of distance learning recreational activities on psychological well-being involving environmental mastery assessed based on the five (5) indicators with a general average WM of 3.6. In particular, A, B, and C, all agree with an average WM of 3.57, 3.76, and 3.55 respectively. Table 2.a.2 shows the impact of distance learning recreational activities on psychological well-being involving environmental mastery.

Table 2.a.2
Impact of Distance Learning Recreational Activities on Psychological
Well-Being Involving Environmental Mastery

Indicators			A	B	C	Ave. WM	Desc
a. In general, I know I am in charge of my life.			4.16	3.83	3.72	3.9	A
b. The demands of everyday life often make me hopeless.			3.39	3.42	3.43	3.4	MA
c. I am good at managing the many responsibilities of my daily life.			3.59	4.15	3.49	3.7	A
d. I often feel overwhelmed by my obligations.			3.68	3.69	3.29	3.6	A
e. I do not fit very well with the people and the community around me.			3.01	3.69	3.8	3.5	A
Average WM			3.57	3.76	3.55	3.6	A
4.50-5.00 Strongly Agree	3.50-4.49 Agree	2.50-3.49 Moderately Agree	1.30-2.49 Disagree		1.0-1.49 Strongly Disagree		

Among the five (5) indicators, the respondents agree on the four (4) indicators. Among these, indicator **a** was rated highest with an average WM of 3.9 cited as *in general, I know I am in charge of my life*. This was followed by indicator **c** with a WM of 3.7 cited as *I am good at managing the many responsibilities of my*

daily life. The third rated indicator was **d** with an average WM of 3.6 cited as *I often feel overwhelmed by my obligations*. However, respondents from school C moderately agree on this indicator with an average WM of 3.29. On the other hand, school A moderately agrees with the indicator e. *I do not fit very well with the people and the community around me with an average WM of 3.01*. While schools B and C agree on this indicator. The least rated was indicator **b** which the respondents moderately agreed with an average WM of 3.4 cited as *the demands of everyday life often make them hopeless*.

Results revealed that the respondents agree on the four (4) indicators that distance learning recreational activities have an impact on psychological well-being involving environmental mastery with a general WM of 3.6. However, they moderately agree on the indicator cited as *the demands of everyday life often make me hopeless*. The fact that they agree on most of the indicators implies that they acknowledge the impact of distance learning recreational activities on environmental mastery. The respondents, who have likely participated in distance learning recreational activities, recognized and acknowledged that these activities have a significant impact on personal competence, autonomy, effective problem-solving, and the pursuit of meaningful goals.

In addition, the focus is on psychological well-being, which refers to an individual's overall mental and emotional state. This suggests that respondents believe that these recreational activities contribute positively to their mental health and emotional balance. The statement specifies that these effects are associated

with distance learning. This implies that respondents perceive these recreational activities as beneficial within the context of remote or online learning environments.

Overall, this statement indicates that respondents, who have engaged in distance learning recreational activities, believe that these activities positively influence their ability to navigate and adapt to their environment (environmental mastery), ultimately contributing to their psychological well-being. It highlights the potential value of integrating such activities into distance learning programs to support students' mental and emotional health.

Amerijckx, G. and Humblet, P. (2015), in a study entitled “Uses and Perceived Benefits of Children’s Recreational Activities: the Perspectives of Parents and School Professionals” cited that even though people had difficulty participating in recreational activities, their point of view indicates the great advantage of recreational activities which is aligned with various significant macro-level issues, including social injustice, service accessibility, choice, and public policy regarding children's free time.

2. a. 3. Personal growth

Personal growth is a fundamental aspect of psychological well-being, encompassing the continuous development and expansion of an individual's capabilities, knowledge, self-awareness, and potential. It involves various dimensions of personal development and contributes significantly to an individual's overall psychological well-being. In addition, personal growth is an integral component of psychological well-being. It involves a continuous journey of self-discovery, learning, and self-improvement, leading to increased self-awareness,

adaptability, resilience, and overall life satisfaction. Embracing personal growth contributes to a more fulfilling and meaningful life.

In this study, personal growth was assessed based on the five (5) indicators with a general average WM of 3.4 which shows that the majority of the respondents moderately agree on the impact of distance education. In particular, Schools A and B moderately agree with an average WM of 3.3 and 3.41 respectively. However, respondents from school C agree on most of the indicators with an average WM of 3.6. Table 2. a. 3 shows the impact of distance learning recreational activities on psychological well-being involving personal growth.

Table 2. a. 3
Distance Learning Recreational Activities on Psychological
Well-being Involving Personal Growth

Indicators			A	B	C	Ave. WM	Desc
a. I think it is necessary to have new experiences that challenge how you see yourself and the world.			4.38	4.11	3.44	4.0	A
b. I am good at managing the many responsibilities of my daily life.			3.63	3.71	3.79	3.7	A
c. When I think about myself, I haven't improved much as a person over the years.			3.33	3.26	3.53	3.4	MA
d. I am not interested in activities that will expand my horizons.			2.52	2.92	3.48	3.0	MA
e. I gave up trying to make better improvements or changes in myself.			2.66	3.05	3.78	3.2	MA
Average WM			3.3	3.41	3.6	3.4	MA
4.50-5.00 Strongly Agree	3.50-4.49 Agree	2.50-3.49 Moderately Agree	1.30-2.49 Disagree		1.0-1.49 Strongly Disagree		

Among the five (5) indicators, only two (2) were agreed by the respondents. These include indicators **a** being the highest rated with an average WM of 4.0 cited as *I think it is necessary to have new experiences that challenge how you see*

yourself and the world. However, respondents from school C moderately agreed on a. While **b** being the second rated with an average WM of 3.7 cited as *I am good at managing the many responsibilities of my daily life* were agreed by all the respondents. The third rated indicator was **c** which is moderately agreed with an average WM of 3.4 cited as *when I think about myself, I haven't improved much as a person over the years.* However, respondents from school C agree on this indicator. While the least rated was indicator **d** with an average WM of 3.0 described as moderately agreed by all the respondents from the three (3) schools was cited as *I am not interested in activities that will expand my horizons.*

Results revealed that respondents moderately agree on the distance learning recreational activities impact on psychological well-being highlighting personal growth with a general WM of 3.4. The indicators where the respondents agree on their impact were *I think it is necessary to have new experiences that challenge how you see yourself and the world* and *I am good at managing the many responsibilities of my daily life.* However, they moderately agree that *when I think about myself, I haven't improved much as a person over the years; I am not interested in activities that will expand my horizons; and I gave up trying to make better improvements or changes in myself.*

The positive statement "I think it is necessary to have new experiences that challenge how you see yourself and the world," highlights the importance of seeking out and embracing novel experiences that push the boundaries of one's existing perspectives and self-concept. It suggests that new experiences can serve as catalysts for personal growth and development. When someone ventures into

unfamiliar territory or engages in activities that challenge his preconceived notions, he is more likely to learn, adapt, and evolve as an individual. These experiences open the door to expanding your perspectives. They encourage you to consider alternative viewpoints, cultures, and ways of life, which can lead to a more inclusive and open-minded worldview.

It can be implied that challenging experiences often require stepping out of one's comfort zone; revealing facets of oneself; and uncovering hidden talents, strengths, and weaknesses, leading to greater self-awareness. In addition, engaging in challenges that defy one's existing self-image can help overcome limiting beliefs and self-doubt. In summary, the statement emphasizes the transformative power of new experiences that challenge one's existing worldview and self-concept. These experiences have the potential to foster growth, broaden perspectives, enhance empathy, and ultimately lead to a more fulfilling and enriched life. Embracing such experiences is seen as a valuable and necessary aspect of personal and intellectual development.

Another positive statement where the respondents agree that *I am good at managing the many responsibilities of my daily life*, suggests that the respondents possess a set of skills, qualities, and strategies that enable them to effectively handle the various tasks, obligations, and demands that come with their daily routine. It implies that the individual is competent in managing their daily life responsibilities. They likely have a solid grasp of time management, organization, and decision-making skills. Being "good at managing" suggests an ability to multitask and juggle multiple responsibilities simultaneously. This might include tasks related to work,

family, household chores, personal goals, and more. Effective management of responsibilities often involves skillful time management. The individual likely allocates their time efficiently, prioritizes tasks, and minimizes procrastination.

In addition, the ability to adapt to changes and unexpected events is often necessary when managing daily responsibilities. Being flexible allows the individual to adjust their plans when needed. It may suggest that the individual has found a balance between study, personal life, and leisure activities, which is important for overall well-being. Further, the statement reflects the individual's ability to competently and efficiently manage the numerous responsibilities that come with their daily life. It implies a set of valuable skills, attitudes, and behaviors that contribute to a sense of control, balance, and overall well-being.

The respondents moderately agree on the indicators: *when I think about myself, I haven't improved much as a person over the years*, which suggests that the respondents have expressed a not strong agreement, with the idea that they haven't seen significant personal improvement or growth over some time. Similarly, beliefs about personal growth can impact an individual's psychological well-being. Those who feel they haven't improved much may experience feelings of stagnation or dissatisfaction.

It implies that respondents have engaged in self-reflection and introspection about their personal development and growth. They have considered how they have evolved or changed as individuals over the years. The "Moderately agree" indicates that while there is some agreement, it is not a strong or absolute belief. Respondents may have mixed feelings or uncertainties about their personal growth trajectory. In

addition, subjective assessment can vary from one individual to another. Respondents are making a subjective assessment of their growth based on their criteria and self-perception. The statement focuses on change and development over a span of years. It suggests that respondents are looking at their personal growth from a relatively long-term perspective, possibly comparing their current selves to their past selves.

Further, the term "improvement" can be interpreted in various ways. It might refer to personal growth, character development, achieving goals, acquiring new skills, or becoming a better person by one's standards. The belief that one hasn't improved much may stem from specific expectations or standards the respondents have set for themselves. If these standards are high, they may perceive that they haven't met them.

In summary, the statement reflects the views of respondents who, when considering their personal growth and development over time, moderately agree that they haven't improved significantly. It's important to note that beliefs about personal growth can be influenced by a variety of factors and can change over time as individuals continue to evolve and experience new life events. Additionally, personal growth is a highly subjective and multifaceted concept, and one's perception of it may not necessarily align with external measures of success or improvement.

Bravo. A. (2020), in a study entitled "Effect of Physical-Sports Leisure Activities on Young People's Psychological Wellbeing" stated that the youths who engage in recreational activities generally have greater levels of physical well-being. The benefits of physique activity were stressed on three aspects of psychological

well-being, including self-acceptance, positive interpersonal relationships, and a sense of purpose in life. Depending on whether they participate in individual, team, or other physical sports activities, there are also noticeable disparities in the psychological wellness of young people. These findings form the foundation for interventions with young people who use sports and leisure time as socio-educational tactics.

Another indicator in which the respondents moderately agreed as *I am not interested in activities that will expand my horizons*, suggests that the respondents do not strongly agree, with the idea that they lack interest in engaging in activities that have the potential to broaden their perspectives and experiences. The statement conveys a clear stance that the respondents lack enthusiasm or desire to engage in activities that have the potential to broaden their knowledge, experiences, or perspectives.

The statement implies that respondents have considered their level of interest and motivation in pursuing activities that offer new experiences, knowledge, or perspectives. The "moderately agree" indicates that while there is some agreement, it is not a strong or absolute belief. Respondents may have mixed feelings or ambivalence about engaging in horizon-expanding activities. The phrase "expand my horizons" typically refers to a willingness to explore new opportunities, cultures, ideas, or activities beyond one's comfort zone. Respondents who moderately agree may be somewhat open to new experiences but may have reservations or limitations.

Further, the respondents' interest in horizon-expanding activities can be influenced by various factors, including their current life circumstances, personal preferences, time constraints, or previous experiences. In addition, engaging in activities that expand one's horizons often leads to personal growth, increased knowledge, and a broader perspective on the world. Respondents who are not strongly interested may perceive this growth potential differently.

Respondents may prioritize activities that align with their current interests and goals and may not see the immediate value in activities that expand their horizons. It is further implied that a lack of interest in horizon-expanding activities can have implications for an individual's psychological well-being. They may miss out on opportunities for personal development, intellectual stimulation, and the enrichment of life experiences.

The statement suggests that the respondents have expressed a moderate level of agreement with the idea that they are not highly interested in activities that could expand their horizons. It highlights individual differences in terms of openness to new experiences and suggests that, for these respondents, there may be room for exploration and potential personal growth if they become more open to trying new activities and embracing opportunities to broaden their perspectives.

The third statement that the respondents moderately agreed with was *I gave up trying to make better improvements or changes in myself*. The statement suggests that the respondents have expressed a moderate level of agreement with the idea that they have, to some extent, discontinued their efforts to make self-improvements or personal changes. It implies that respondents have, at least to

some degree, engaged in self-improvement efforts or endeavors aimed at personal growth or change in the past. The "moderately agree" indicates that while there is some agreement, it is not a strong or absolute belief. Respondents may have mixed feelings, ambivalence, or fluctuations in their commitment to self-improvement. The statement addresses the idea of giving up on making "better improvements or changes" in oneself, suggesting that respondents may feel they have reached a point of reduced motivation or effort in their journey of personal development.

Further, the respondents' belief about giving up on self-improvement may be influenced by various factors, including past experiences, perceived barriers, self-efficacy beliefs, and current life circumstances. At some point, they feel they've achieved a certain level of personal growth or improvement and are no longer driven to pursue additional changes. This can be a natural part of personal development. The belief that one has given up on self-improvement can have implications for psychological well-being. It may lead to feelings of stagnation or missed opportunities for growth. However, some individuals may experience periods of reduced motivation or effort in their self-improvement journey, but this does not necessarily mean permanent abandonment. Resilience and renewed motivation can come into play later on.

It can be implied further that the statement suggests that respondents have expressed a moderate level of agreement with the idea that they've reduced their efforts or motivation to make self-improvements or personal changes. However, it's important to recognize that personal development is often a dynamic and ongoing

process, and individuals may revisit their commitment to self-improvement at different points in their lives, potentially leading to renewed efforts and growth.

Cherry, K. (2023), cited Abraham Maslow's hierarchy of needs which places self-actualization at the pinnacle, emphasizing that individuals continue to strive for personal growth. Further, these individuals appear to be living up to their potential and doing the best they are capable of doing. They are individuals who have attained or are achieving the full stature of which they are capable. It may be loosely described as the full use and exploitation of talents, capabilities, potentialities, creativity, and self-fulfillment throughout their lives.

3. a. 4. Positive relations with others

Positive relations with others are a crucial component of psychological well-being. They encompass the quality of an individual's social interactions, relationships, and connections with other people. Positive relations with others contribute significantly to an individual's overall sense of happiness, fulfillment, and psychological health. It offers emotional support during both times of joy and moments of distress. Knowing that there are people who care about one's well-being and are available to provide comfort and encouragement enhances emotional resilience.

The impact of distance learning recreational activities on psychological well-being highlighting positive relations with others was assessed based on the five (5) indicators with a general average WM of 3.7. In general, the respondents from the three (3) schools all agree on the impact of distance learning recreational activities on this variable. Specifically, schools A, B, and C all agree with an average of WM

of 3.75, 3.86, and 3.6 respectively. Table 2.a.4 shows the impact of distance learning recreational activities on psychological well-being involving positive relations with others.

Table 2. a. 4
Impact of Distance Learning Recreational Activities on Psychological Well-Being Involving Positive Relations with Others

Indicators			A	B	C	Ave. WM	Desc
a. I am loving and affectionate.			3.6	3.82	3.69	3.7	A
b. I enjoy personal and mutual conversations with family members or friends.			4.16	3.73	3.99	4.0	A
c. I am willing to share my time with others.			4.1	4.23	3.45	3.9	A
d. I know that I can trust my friends, and I can be trusted too.			3.52	3.54	3.4	3.5	A
e. I often feel lonely because I have few close friends with whom to share my concerns.			3.35	4	3.44	3.6	A
Average WM			3.75	3.86	3.6	3.7	A
4.50-5.00 Strongly Agree	3.50-4.49 Agree	2.50-3.49 Moderately Agree	1.30-2.49 Disagree		1.0-1.49 Strongly Disagree		

The respondents agree on the five (5) indicators. Among these, **b** was rated highest with an average WM of 4.0 cited as *I enjoy personal and mutual conversations with family members or friends*. This was followed by indicator **c** with an average WM of 3.9 cited as *I am willing to share my time with others*. However, respondents from school C moderately agree with an average WM of 3.45. The third rated indicator was **a**, with an average WM of 3.7 cited as *I am loving and affectionate*. The respondents from the three (3) schools all agree on this indicator. On indicator **e** with an average WM of 3.6, respondents from schools A and C moderately agree with an average WM of 3.35 and 3.44 respectively, cited as *I often*

feel lonely because I have few close friends with whom to share my concerns. The least rated was indicator **d** with an average WM of 3.5 cited as *I know that I can trust my friends, and I can be trusted too.* Respondents from school C moderately agree on this with a WM of 3.4.

Results revealed that the respondents agree on the impact of distance learning recreational activities on psychological well-being highlighting positive relations with others with a general WM of 3.7. It suggests that the respondents expressed a shared belief in the importance and value of having positive, healthy, and fulfilling relationships and interactions with other people. This agreement indicates a recognition of the positive impact that relationships with friends, family, colleagues, and other individuals have on one's overall well-being. In essence, when respondents agree on "Positive Relations with Others," they collectively affirm the significance of cultivating and maintaining healthy and supportive relationships with others.

It can be implied that respondents acknowledge and agree that maintaining positive relations with others is a significant and beneficial aspect of their lives. It suggests that respondents prioritize the quality of their interactions and relationships with others. They recognize the importance of nurturing supportive, respectful, and meaningful connections. They affirmed the essential human need for social connection and interpersonal bonds. They acknowledge that positive relations with others fulfill this fundamental need. In addition, it implies that respondents believe that positive relationships contribute positively to their emotional well-being by providing emotional support, reducing loneliness, and fostering happiness. Further,

recognizing the value of positive relations, respondents may also acknowledge that supportive relationships enhance resilience, helping individuals cope with life's ups and downs.

Mertika, A. (2020) in a study entitled "Positive Relationships" and their Impact on Wellbeing: A Review of Current Literature," disclosed that at every developmental stage, interactions that are described as positive are associated with well-being in different ways. Beyond the traits of individuals and how they interact, partnerships appear to improve well-being by fostering the sharing of joyous occasions, fostering respect for individual autonomy, and fostering an attitude of interest and emotional engagement. In conclusion, the researchers contend that although relationships appear to support well-being, the exact components of a "positive" relationship are still not fully understood. They offer fresh approaches to the study of healthy relationships as well as potential factors that have not yet been investigated but may improve their comprehension of healthy relationships and their impact on well-being.

2. a. 5. Purpose in life

Purpose in life is a fundamental component of psychological well-being and plays a significant role in an individual's overall happiness, resilience, and fulfillment. It refers to having a clear sense of meaning, direction, and motivation in life, as well as a sense that one's existence has significance beyond the pursuit of immediate desires or goals. Having a purpose can help individuals manage stress more effectively. When faced with stressors, people with a sense of purpose are better equipped to cope and find meaning in challenging situations.

In general, purpose in life is a central component of psychological well-being. It brings meaning and direction to one's life, enhances mental and physical health, fosters resilience, and contributes to overall life satisfaction. Cultivating a sense of purpose can be a powerful way to promote psychological well-being and lead a more fulfilling and purpose-driven life.

The impact of distance learning recreational activities on psychological well-being involving purpose in life was assessed based on the five (5) indicators with a general average WM of 3.6. In general, the respondents from the three (3) schools all agree on the impact of distance learning recreational activities on this variable. Specifically, schools A, B, and C all agree with an average of WM of 3.6, 3.73, and 3.54 respectively. Table 2. a. 5 shows the impact of distance learning recreational activities on psychological well-being involving purpose in life.

Table 2. a. 5

Impact of Distance Learning Recreational Activities on Psychological Well-Being Involving Purpose in Life

Indicators			A	B	C	Ave. WM	Desc
a. I have a sense of direction and purpose in life.			3.79	3.83	3.48	3.7	A
b. I enjoy making plans for the future and working to make them a reality.			4.09	3.71	3.81	3.9	A
c. I feel that I have to try harder to develop my skills and become a better person			4.06	4.08	3.65	3.9	A
d. I live life one day at a time and don't think about the future.			3.25	3.63	3.4	3.4	MA
e. I don't have a good sense of what it is I'm trying to accomplish in life.			2.8	3.44	3.36	3.2	MA
Average WM			3.6	3.73	3.54	3.6	A
4.50-5.00 Strongly Agree	3.50-4.49 Agree	2.50-3.49 Moderately Agree	1.30-2.49 Disagree		1.0-1.49 Strongly Disagree		

Among the five (5) indicators, the respondents agree on the three (3) indicators. Among these, indicators **b** and **c** were rated highest with an average WM of 3.9 where all the respondents from the three (3) schools agree, cited as *I enjoy making plans for the future and working to make them a reality* and *I feel that I have to try harder to develop my skills and become a better person*. This was followed by indicator **A** with an average WM of 3.7 cited as *I have a sense of direction and purpose in life*. However, the respondents from school C moderately agree on this. The third rated indicator was **d** with an average WM of 3.4 described as moderately agree. However, respondents from school B agree on this with a WM of 3.63. The respondents from the three (3) schools moderately agreed on indicator **e**, being the least rated with an average WM of 3.2.

Results revealed that respondents agree on the impact of distance learning recreational activities on psychological well-being highlighting purpose in life. The three (3) indicators which the respondents agree include *I have a sense of direction and purpose in life; I enjoy making plans for the future and working to make them a reality, and I feel that I have to try harder to develop my skills and become a better person*. The two (2) indicators that the respondents disagree with include *I live life one day at a time and don't think about the future* and *I don't have a good sense of what it is I'm trying to accomplish in life*.

When respondents agree on the impact of distance learning recreational activities on psychological well-being, particularly with a focus on purpose in life, it suggests a consensus among those respondents that these activities have a positive influence on their sense of meaning, motivation, and overall well-being. It shows that

respondents agree that engaging in recreational activities during distance learning contributes to a heightened sense of purpose in life. These activities may provide individuals with a structured and enjoyable way to pursue their interests and passions, reinforcing their sense of meaning.

It can be implied that participation in recreational activities, even in a remote learning environment, can lead to a sense of achievement. When individuals set goals related to their interests and hobbies and accomplish them, it reinforces their sense of purpose and accomplishment. In addition, engaging in recreational activities can be highly motivating. When individuals are passionate about their hobbies or interests, it can serve as a strong source of intrinsic motivation, driving them to actively participate in their educational pursuits as well.

Further, recreation and leisure activities can serve as stress relievers, helping individuals cope with the challenges of distance learning. Reduced stress levels can make it easier for individuals to maintain a positive outlook and focus on their academic and personal goals. Also, engaging in enjoyable and purposeful recreational activities can have a positive impact on mental health. When individuals feel a sense of purpose and happiness, it can reduce symptoms of depression and anxiety. Additionally, when respondents agree on the impact of distance learning recreational activities on psychological well-being, it reflects a shared belief that these activities play a valuable role in nurturing and reinforcing their sense of purpose in life. Such agreement highlights the importance of balancing academic commitments with activities that bring joy, fulfillment, and meaning to one's educational journey, especially in distance learning.

Pressman, S. et al. (2019), in a study entitled “Association of Enjoyable Leisure Activities with Psychological and Physical Well-Being,” cited that Enjoyable leisure activities, in general, are associated with physical and psychosocial measures related to health and well-being. Future studies should determine the extent to which these behaviors, when taken together, are useful predictors of disease and other health problems.

On the other hand, the respondents moderately agree with the indicator *I live life one day at a time and don't think about the future*, it suggests that the respondents expressed a not-so-strong pact, with the idea that they tend to focus on the present moment and do not engage in extensive future planning or thinking. "Moderately agree" indicates that there is some alignment with the idea of living in the present and not thinking extensively about the future, but it is not an absolute belief. Respondents may have a balanced perspective or occasional deviations from this approach. The statement reflects a tendency among respondents to prioritize their current experiences and immediate concerns over long-term or future-oriented thinking. They may place a higher emphasis on the "here and now."

It can be implied that a moderate agreement with this statement suggests that respondents are open to change and adaptable in their approach to life. They may be more inclined to go with the flow and adjust to evolving circumstances. The respondents may exhibit a sense of mindfulness, where they aim to be fully present in their current activities and experiences. They may value the ability to savor the moment and find contentment in the present.

In addition, living one day at a time often implies a degree of spontaneity and adaptability. Respondents may be more open to unexpected opportunities and experiences that arise in the present moment. This approach may be associated with lower levels of stress and anxiety related to future uncertainties. By not overly dwelling on the future, respondents may experience a sense of calm and reduced worry. While respondents may not heavily focus on the future, it doesn't necessarily mean they disregard planning altogether. They may engage in some level of practical future planning but do not let it dominate their thinking.

The statement doesn't necessarily imply a lack of goals or aspirations but suggests that respondents may approach their goals with a flexible and less rigid mindset. While respondents may moderately agree with this statement at a given time, perspectives on life can evolve. Future experiences or circumstances may influence their approach to thinking about and planning for the future.

It can be implied further that, when respondents moderately agree with the statement about living life one day at a time and not thinking about the future, it suggests a preference for present-centered thinking and a certain degree of spontaneity and adaptability. This approach to life can be associated with reduced stress and a focus on enjoying the present moment, but it may also involve a balanced consideration of future goals and responsibilities as needed.

Jha, P. (2023) in an article entitled "Living in the Present Moment: Letting Go of Past Regrets and Future Worries," cited that while it's normal to worry about the future, it can sometimes become all-consuming. If one constantly worries about what might happen, he or she may have anxiety or depression. It is important to remember

that dwelling on the past or worrying about the future does no good. It just prevents the person from enjoying the present moment.

The second indicator which the respondents moderately agree as cited, *I don't have a good sense of what it is I'm trying to accomplish in life*, indicates that the respondents showed a moderate level of agreement with the idea that they may have some uncertainty or lack clarity about their life's purpose or long-term goals. The "moderately agree" suggests that while there is some agreement with the statement, it is not an absolute belief. Respondents may have mixed feelings or varying degrees of clarity about their life goals.

It can be implied that when respondents moderately agree with the statement about lacking a clear sense of what they are trying to accomplish in life, suggests a degree of uncertainty or ambiguity about their life's purpose or long-term goals. This acknowledgment may serve as a starting point for self-exploration and personal development as individuals seek greater clarity and direction in their lives. Additionally, changes in life circumstances, such as career shifts, personal experiences, or major life events, can sometimes lead to uncertainty about life goals. This transitional phase may contribute to the agreement. Respondents acknowledge a level of uncertainty or ambiguity regarding their life's objectives, ambitions, or the larger purpose they are trying to achieve. They may feel unsure about their ultimate direction.

The article entitled, "Managing Difficult Life Transitions" by Joelson, R. (2023) stated that any significant defeat causes fear and anxiety in most people. Since the future may now be filled with questions, it's normal to be afraid. We live in a culture

that has taught us to be very uncomfortable with uncertainty. That's why we feel worried when our lives are disrupted such as experiencing a pandemic. On the positive side, these transitions allow us to discover our strengths and discover what we want in life. This time of reflection can bring a new sense of renewal, stability, and balance.

2. a. 6. Self-acceptance

In this study, self-acceptance is a vital component of psychological well-being and personal development. It refers to the ability to embrace and value oneself, including one's strengths, weaknesses, and unique qualities, without judgment or self-criticism. Self-acceptance involves recognizing and accepting one's imperfections and limitations as a natural part of being human. It means not striving for an unrealistic standard of perfection but instead embracing one's flaws. It enhances resilience and coping skills and enables individuals to bounce back from setbacks and challenges with greater emotional strength and adaptability.

The impact of distance learning recreational activities on psychological well-being focusing on self-acceptance was assessed based on the five (5) indicators with a general average WM of 3.5. In general, the respondents from the two (2) schools moderately agree on the impact of distance learning recreational activities on this variable. Specifically, schools A, and C moderately agree with an average of WM of 3.46 and 3.4, respectively. While School B agrees on the impact of distance learning recreational activities with an average WM of 3.78. Table 2.a.6 shows the impact of distance learning recreational activities on psychological well-being involving self-acceptance.

Table 2. a. 6

Impact of Distance Learning Recreational Activities on Psychological
Well-Being Involving Self-Acceptance

Indicators			A	B	C	Ave. WM	Desc
a. I am pleased with what my family can provide			4.23	3.95	3.35	3.8	A
b. I feel confident and good about myself			3.22	3.93	3.36	3.5	A
c. I like most aspects of my personality.			3.31	3.71	3.47	3.5	A
d. I feel like many of the people I know have things more than what I have.			3.41	3.58	3.31	3.4	MA
e. I feel happy about my achievements in life.			3.14	3.72	3.53	3.5	A
Average WM			3.46	3.78	3.4	3.5	A
4.50-5.00 Strongly Agree	3.50-4.49 Agree	2.50-3.49 Moderately Agree	1.30-2.49 Disagree		1.0-1.49 Strongly Disagree		

Among the five (5) indicators, four (4) were agreed upon by the respondents. Among these, indicator **a** was rated highest with an average WM of 3.8 cited as *I am pleased with what my family can provide*. However, this was moderately agreed by respondents from school C with a WM of 3.35. This was followed by indicators b,c, and e with an average WM of 3.5 cited as *I feel confident and good about myself*; but respondents from schools A and C moderately agree with a WM of 3.22 and 3.36 respectively. *I like most aspects of my personality*, but those from school A and C moderately agree with a WM of 3.31 and 3.47 respectively, and *I feel happy about my achievements in life*, but respondents from school A moderately agree. While the least rated indicator was *I feel like many of the people I know have things more than what I have* with an average WM of 3.4 described as moderately agree. However, those from school B agree with a WM of 3.58.

Results revealed that respondents agree on the impact of distance learning recreational activities on psychological well-being focusing on self-acceptance with a general WM of 3.5. The indicators that the respondents agreed on were as follows: *I am pleased with what my family can provide; I feel confident and good about myself; I like most aspects of my personality; and I feel happy about my achievements in life.* However, the majority of the respondents moderately agree with the indicator cited as *I feel like many of the people I know have things more than what I have.* The result suggests that when respondents agree on the impact of distance learning recreational activities on self-acceptance, it means that a significant portion of the respondents share a common perspective or belief about how engaging in recreational activities during remote education positively affects their self-acceptance.

It can be implied that respondents agree that participating in recreational activities while engaged in distance learning has a positive effect on their self-acceptance. In addition, they feel better about themselves and are more comfortable with who they are as individuals when they engage in leisure pursuits during their remote learning journey. This agreement reflects a consensus among respondents that engaging in recreational activities contributes to their overall psychological well-being.

Additionally, it implies that these activities help reduce stress, anxiety, and negative emotions while fostering a more positive self-image and improved mental health. It also underscores the importance of a holistic approach to education. It suggests that respondents recognize that academics alone are not sufficient for a

well-rounded educational experience and that incorporating recreational activities is essential for personal development and mental well-being.

In general, when respondents agree on the impact of distance learning recreational activities on self-acceptance, it indicates a shared belief that engaging in such activities during remote education leads to improved self-esteem, reduced self-judgment, and a more positive sense of self. This consensus can have significant implications for how educational programs are structured and how individuals approach their well-being in the context of distance learning.

Sani, S. et al. (2016), in a study entitled “Physical Activity and Self-Esteem: Testing Direct and Indirect Relationships Associated with Psychological and Physical Mechanisms” stated that body mass index does not predict self-esteem directly or indirectly but is directly related to physical perception and directly and indirectly to body image. However, results indicate that physical activity is directly related to self-esteem. Therefore, regular physical activity should be encouraged.

Summary of impact of distance learning recreational activities on psychological well-being

The impact of distance learning recreational activities on psychological well-being was assessed based on the six (6) variables with an overall WM of 3.55. Generally, the respondents agree on the impact of distance learning recreational activities on psychological well-being. In particular, the three (3) schools A, B, and C, have an overall WM of 3.56, 3.66, and 3.52. Table 2 shows the summary of the impact of distance learning recreational activities on psychological well-being.

Table 2.a
Summary of Impact of Distance Learning Recreational Activities on Psychological Well-Being

Variables	Average WM			General WM	Description
	A	B	C		
1. Autonomy	3.68	3.42	3.44	3.5	Agree
2. Environmental mastery	3.57	3.76	3.55	3.6	Agree
3 Personal growth	3.30	3.41	3.6	3.4	Moderately Agree
4 Positive relations with others	3.75	3.86	3.6	3.7	Agree
5 Purpose in life	3.60	3.73	3.54	3.6	Agree
6. Self-acceptance	3.46	3.78	3.4	3.5	Agree
Overall WM	3.56	3.66	3.52	3.55	Agree
Description	Agree	Agree	Agree	Agree	

Among the six (6) variables, five (5) were agreed upon by the respondents. Among these, the variable cited as *positive relations with others* was rated highest with a general WM of 3.7. This was followed by *purpose in life* and *environmental mastery* with a general WM of 3.6. The third rated was variables *autonomy* and *self-acceptance* with a general WM of 3.5. While the respondents moderately agree on *personal growth* with a general WM of 3.4, considered the least rated variable.

Results revealed that the respondents agree on the impact of distance learning recreational activities on the five (5) variables namely autonomy; environmental mastery; positive relations with others; purpose in life; and self-acceptance with an overall WM of 3.55. However, they moderately agree on the impact of recreational activities on personal growth with a general WM of 3.4. The impact of distance learning recreational activities on psychological well-being varies among respondents, and their agreement or disagreement may depend on their individual experiences and perspectives.

It can be implied that some respondents may strongly agree that distance learning recreational activities have a positive impact on their psychological well-being. They might find that engaging in recreational activities, such as virtual fitness classes, online gaming, or creative hobbies, helps them reduce stress, stay connected with others, and maintain a sense of normalcy during challenging times like the COVID-19 pandemic.

While others may agree but not as strongly. They might acknowledge that distance learning recreational activities have some positive effects on their psychological well-being, such as providing a break from academic or work-related stress, but they may also recognize that it's not a complete solution to all their well-being needs.

However, some respondents might moderately agree with their responses. They may not have a strong opinion either way because their experiences with distance learning recreational activities might vary or they haven't noticed a significant impact on their psychological well-being.

In addition, there will be respondents who disagree with the statement. They may feel that distance learning recreational activities do not significantly improve their psychological well-being, or they might prefer traditional in-person activities for this purpose. While, a minority of respondents may strongly disagree, believing that distance learning recreational activities hurt their psychological well-being. They may find that these activities are isolating or lack the same benefits as in-person interactions and activities.

Hence, it is essential to recognize that people have diverse experiences and needs, so their perspectives on the impact of distance learning recreational activities on psychological well-being will vary. Factors such as the type of activities, individual preferences, and the context in which distance learning is taking place will influence these opinions.

Back, D. (2022) in a study entitled “The Impacts of Adolescents' Leisure Activity Types on Psychological Well-Being, Academic Self-Efficacy, Self-Esteem, And Stress” cited that student participation in recreational activities based on physical activity has a positive impact on reducing student stress. Creative leisure activities have a higher correlation with students' academic performance than any other type of leisure activity. Individual recreational activities have a more positive impact on students' psychological health, stress, and academic performance than other group or group recreational activities.

2. b. Academic performance

The academic performance was determined based on the average rating acquired from the four (4) quarterly ratings of the students. To give meaning to the numerical rating, the rating range and description were utilized as follows:

<u>Grade Range</u>	<u>Descriptive Rating</u>
96-100	Excellent
91-95	Outstanding
86-90	Very Satisfactory
81-85	Satisfactory
76-80	Fair
71-75	Poor

A very satisfactory overall rating was obtained with a numerical value of 87. In particular, School A has an outstanding average rating with a numerical value of

92. This was followed by School C with a satisfactory rating with a numerical value of 85. While the school with the lowest rating was B with a satisfactory rating of 83. Table 8 shows the impact of distance learning recreational activities on the academic performance of the students.

Table 2.b

Impact of Distance Learning Recreational Activities on Academic Performance of the Students.

Average Rating	A		B		C		Overall Average	
	Average							
	f	%	f	%	f	%	f	%
97	2	4.44					2	1.9
96	1	2.22					1	1.0
95	3	6.67					3	2.9
94	5	11.1			2	2.8	2	1.9
93	7	15.6			2	3.3	2	1.9
92	8	18.3			2	2.9	2	1.9
91	5	11.1	1	1.98	4	7.1	5	4.5
90	4	9.44	2	3.57	5	8.8	6	6.0
89	3	6.67	5	7.94	7	11.7	10	9.2
88	2	4.44	6	9.52	5	8.3	8	7.8
87	3	5.56	6	9.13	5	7.5	8	7.7
86	2	4.44	7	10.3	3	5	6	6.1
85			9	14.7	5	7.5	10	9.4
84			4	5.56	5	8.8	7	6.6
83			6	8.73	5	7.9	8	7.5
82			4	6.75	7	10.8	9	8.9
81			4	6.75	2	3.3	4	4.0
80			5	7.54	4	7.1	6	6.2
79			5	7.54	2	3.3	4	4.3
Total	45	100	63	100	65	100	103	100
School Rating	92 Outstanding		83 Satisfactory		85 Satisfactory		87 Very Satisfactory	

In particular, respondents of school A have an academic rating ranging from 86-97 or very satisfactory to excellent. Respondents from school B have an

academic rating ranging from 79-91 described as fair-outstanding, and respondents from school C acquired an academic rating ranging from 79-94 described as fair to outstanding.

To visually present the results, figure 3 shows a graphical presentation of the percentage distribution of academic ratings of schools A, B, and C.

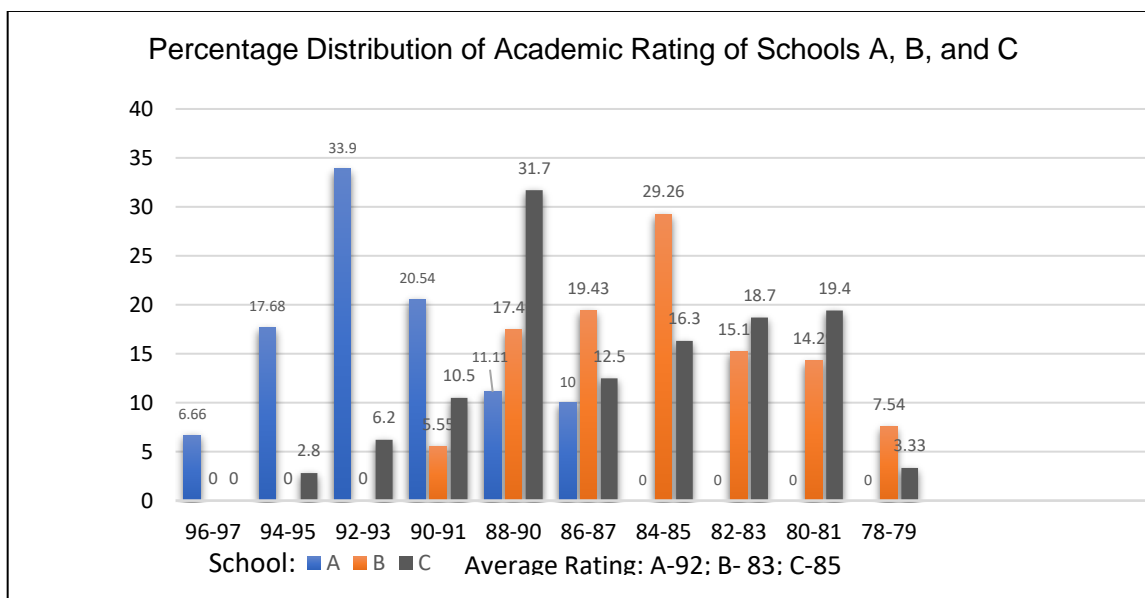


Figure 3. Percentage Distribution of Academic Rating

Results revealed that the academic rating of respondents from school A has an average rating of 92 with a range from 86-97. The range is a measure of how dispersed the data points are and provides insight into the extent of variability in academic performance within the group. It can be implied that the average academic rating of respondents from school A is relatively high at 92, suggesting a strong overall performance. However, there is some variability in ratings within the group, as evidenced by the range extending from 86 to 97.

In addition, respondents from school B have an average rating of 83 with a rating range from 79-91. This range indicates the spread or variability in the academic ratings among the respondents from school B. The lowest rating observed is 79, while the highest is 91. The range measures how dispersed the data points are and provides insight into the extent of variability in academic performance within the group.

Similarly, respondents from school C have an average rating of 85, with a rating range of 79-94. This range indicates the spread or variability in the academic ratings among the respondents from school C. The range measures how dispersed the data points are and provides insight into the extent of variability in academic performance within the group.

It shows that School A was the highest among the three schools followed by School C, and then School B. These findings provide an overview of the academic performance as a result of the distance learning recreational activities of respondents from all three schools exhibiting variability in academic performance.

The *variability in academic performance* among respondents from all three schools, along with the potential influence of distance learning recreational activities implied that the respondents from School A have an average academic rating of 92, which is relatively high. However, there is a considerable range in academic ratings, spanning from 86 to 97. This indicates that while the school has a strong average performance, individual students exhibit varying levels of academic achievement. Some students excel with high ratings, while others may struggle, contributing to this variability.

Respondents from School B have an average academic rating of 83, which is lower than that of School A. Like School A, there is also variability in academic performance among students, with ratings ranging from 79 to 91. This suggests that while the school's average is lower, students in School B also exhibit a range of academic achievements.

The School C's respondents have an average academic rating of 85. Similar to the other two schools, there is variability in academic performance with a range of 79 to 94. This range indicates that students at School C have diverse academic abilities, with some scoring lower and others scoring higher than the average.

While the discussion so far has focused on academic performance, it's important to consider the potential influence of distance learning recreational activities on students' well-being, which can indirectly impact academic performance.

Distance learning recreational activities, such as online fitness classes, virtual gaming, or creative hobbies, can play a role in supporting students' psychological well-being. Engaging in these activities can help reduce stress, combat isolation, and provide a break from academic pressures.

However, the impact of these activities on academic performance may vary among students. Some students may find that participating in recreational activities enhances their focus and motivation for academic tasks, leading to improved performance. Others may struggle to balance their recreational activities with their studies, potentially impacting their academic results.

In conclusion, respondents from all three (3) schools exhibit variability in academic performance, with differences in average ratings and a range of individual achievements. Distance learning recreational activities can influence students' well-being, and how these activities affect academic performance may depend on individual preferences, time management skills, and the ability to strike a balance between leisure and academics. Schools and educators should be mindful of these factors when supporting students in both their well-being and academic success during distance learning.

Staiger, D. et al. (2022) in an article entitled “Variability in the Impacts of COVID-19 on Student Achievement” cited that there is strong evidence that the epidemic caused children to fall behind academically, but there has been less research on how the consequences vary by school district and home demographics. It was noted that remote instruction was a key factor in the wide variability showing success inequalities by race and poverty using test data.

3. Significant relationship of academic performance to the psychological well-being

The academic performance and its relation to students' psychological well-being was determined using Pearson's Correlation coefficient (r). Pearson's Correlation coefficient (r) measures the statistical relationship, or association, between two continuous variables. Researchers often use correlation analysis to better understand these relationships and their implications, which can be important in fields like education and psychology.

Psychological well-being refers to an individual's overall mental and emotional state. It encompasses factors such as happiness, life satisfaction, emotional stability, and a sense of purpose or fulfillment. The academic performance typically refers to how well a student performs in educational settings. It can be measured through various indicators, such as grades, test scores, class attendance, and completion of assignments. In this study, the academic grade was utilized to represent the academic performance.

The data shown in the table were the overall average WM of the six (6) psychological components and the average quarterly academic grade of the students. Table 3 shows the Pearson correlation coefficient between academic performance and psychological well-being.

Table 3
Pearson Correlation Coefficient, r Between Academic Performance
and Psychological Well-being

indicators	Results			Average
	A	B	C	
Psychological Well-being (WM)	3.56	3.66	3.52	3.58
Academic Performance (Average)	92	83	85	86.67
Pearson Correlation Coefficient, r	-0.186	0.593	-0.147	0.087
Interpretation	No Correlation	Medium Linear Correlation	No Correlation	No Correlation

Based on the general WM of the six (6) variables namely autonomy; environmental mastery; personal growth; purpose in life; and self-acceptance with an overall WM of 3.58, which encompasses the psychological well-being, and the

academic ratings of students with an overall computed academic rating of 86.67, the average correlation coefficient equivalent of 0.087 described as no correlation was obtained.

In particular, A has a psychological well-being rating of 3.56 and an academic rating of 92, and with a correlation coefficient equivalent of -0.186, described as no correlation. The results obtained from B show an overall WM of 3.66 and an academic performance of 83, the data resulted in a medium linear correlation with a numerical value of 0.593. In the case of C, the psychological well-being rating was 3.52 with an academic performance of 85, which resulted in a no correlation with a numerical value of -0.147.

Results revealed that in general, there is no significant relationship between academic performance and students' psychological well-being with an average correlation coefficient equivalent of 0.087 which was influenced by the no correlation results of schools A and C with r equivalent to -0.186 and -0.147 respectively. However, there is a medium linear correlation of psychological well-being and academic performance among the respondents from school B.

In summary, the result suggests that among a group of respondents from Schools A and C, there is no connection between their psychological well-being and academic performance. However, among the group of respondents B, there is a moderate, meaningful relationship between their psychological well-being and their academic performance. It can be implied that as the psychological well-being of the respondents changes, their academic performance tends to change in a somewhat predictable manner, but the relationship is not extremely strong or weak.

It can be implied that among a group of respondents of Schools A and C, there is no connection between their psychological well-being and academic performance since a correlation closer to 0 suggests a weak or negligible relationship. The term "medium" in this context indicates the strength of the correlation. Correlations can range from -1 to 1. A negative correlation close to -1 indicates a strong inverse relationship, while a positive correlation close to 1 indicates a strong positive relationship. Therefore, a "medium" correlation suggests that there is a moderate and meaningful connection between psychological well-being and academic performance among the respondents of school B.

Klapp, T. et al. (2023) support the aforementioned finding in a study entitled "Relations between Students' Well-Being and Academic Achievement: Evidence from Swedish Compulsory School," cited that academic achievement and psychological well-being were inversely correlated, meaning that students who encountered more stress at school managed better than those who had less stress. Academic success was positively correlated with cognitive health. Changes in the educational and assessment system may be the root of the decline in well-being.

In the case of school B implied that there is a moderate, meaningful relationship between their psychological well-being and their academic performance. This was supported by Mustafa, M. et al. (2020), in a study entitled "The Relationship between Psychological Well-Being and University Students' Academic Achievement," which cited that academic success and psychological well-being are significantly positively correlated, according to a correlation study. The findings of this study demonstrate a positive association between academic success

and the psychological well-being characteristics of environmental mastery, personal growth, positive relationships with others, and self-acceptance. The study's findings demonstrate that most students have a positive attitude, accept themselves, have control over their environment, are autonomous, can maintain positive relationships with others, and have a clear sense of what their lives are all about.

4. Proposed physical education program to enhance the recreational activities of students in the limited face-to-face learning

The proposed physical education program to enhance the recreational activities of students in remote learning was based on the findings as follows:

Many students preferred digital and entertainment-focused activities like watching movies, playing video games, and watching YouTube. But, it's essential to remember that individual preferences are diverse. Students, like anyone else, have varied interests, and some may still greatly enjoy traditional games or hobbies such as playing Scrabble, dominoes, or baking.

On the other hand, the preference for outdoor activities like walking, swimming, jogging, gardening, and running over camping, fishing, and picnicking during distance education can be attributed to factors such as accessibility, physical well-being, stress relief, social distancing, time constraints, personal interests, and the urban environment. Based on these findings, the researcher proposed the following recreational activities at home, promoting physical fitness and overall well-being.

In line with these findings, the proponent proposed the **Virtual Fitness Program**. This program fosters activity that can be done remotely but can be

presented virtually or digitally, with the use of communication technology, social media platforms, and video presentations. The organization of the activities, mechanics, awards, and manner of presentation will be managed by the committee members composed of the physical education teachers. The five (5) activities the students can choose from based on their preferences were as follows:

1. *Virtual Fitness Challenges.* The committee can create fitness challenges involving planned exercises that students can participate in over a set period. The students can be rewarded or recognized for achieving specific milestones or completing challenges. The rewards can include certificates, digital badges, or even small prizes.

2. *Virtual Sports Challenges.* The committee can organize virtual sports challenges where students can compete in various activities from their homes. Examples could include virtual races, basketball shooting contests, or soccer juggling competitions. Leaderboards or reward systems to keep participants motivated can be organized.

3. *Virtual Dance Competitions.* The committee can organize dancing competitions so that students can stay active and have fun at home. Virtual dance tutorials with different dance styles, such as salsa, hip-hop, or ballroom, that cater to various preferences can be encouraged.

4. *Virtual Family Fitness Challenges.* The committee can organize friendly fitness challenges within the household, such as a step-count competition, timed exercises, obstacle courses, traditional games

competitions, and others. Family involvement can make physical activities more enjoyable and create a sense of camaraderie.

5. *Community Engagement.* The physical education teacher can foster a sense of community and social interaction by organizing virtual fitness meetups or group workouts. Students can be encouraged to connect with peers, share their progress, and provide mutual support. The use of social media or dedicated online platforms for community building can be highlighted.

The researcher believes that the key to maintaining a successful physical education program at home is consistency and finding activities that students genuinely enjoy. Mixing and matching different types of activities can help keep their fitness routine interesting and more meaningful for them to stay active regularly.

Findings

Based on the discussions highlighting the distance education recreational activities in the previous years of the Grade 7 students; the impact of the distance learning recreational activities; the significant relationship of academic performance to psychological well-being; and the physical education program to enhance the recreational activities of students in the limited face-to-face learning, the following findings were revealed:

1. The distance education recreational activities focused on indoor and outdoor activities. In particular, majority of the respondents from the three (3) selected secondary schools in the Schools Division of Legazpi City preferred the technological-based indoor activities such as watching movies, playing video

games, and watching YouTube, with a percentage of 71.48%; 65.01; and 63.71 respectively. Other students with a lower percentage indicated playing Scrabble, playing domino, and baking, with a percentage of 23.36%, 19.4%, and 18.96%.

With regards to outdoor activities, the top five (5) outdoor activities that the students preferred were as follows: walking, swimming, jogging, gardening, and running with a percentage of 63.32, 50.76; 45.19; 35.74; and 35.63, respectively. The three (3) outdoor activities preferred by the respondents with the lowest percentage were picnic, camping, and fishing with a percentage of 16.56, 15.33, and 14.52 respectively.

2. The respondents agree on the impact of distance learning recreational activities on psychological well-being highlighting autonomy; environmental mastery; positive relations with others; purpose in life; and self-acceptance with an overall WM of 3.55. However, they moderately agree on the impact of the recreational activities on the personal growth. It showed that the impact of distance learning recreational activities on psychological well-being varies among respondents.

The overall academic performance of the students was very satisfactory with an overall numerical value of 87. In particular, the average academic rating of respondents from school A is relatively high at 92, suggesting a strong overall performance with a range extending from 86 to 97. The respondents from school B have an average rating of 83 with a rating range from 79-91. The respondents from school C have an average rating of 85, with a rating range of 79-94. This range

indicates the spread or variability in the academic ratings among the respondents from schools A, B, and C.

3. There is no significant relationship between academic performance and students' psychological well-being with an average correlation coefficient equivalent of 0.087 which was influenced by the negative correlation results of schools A and C with r equivalent to -0.186 and -0.147 respectively. In particular, there is a medium linear correlation between psychological well-being and academic performance among the respondents from school B.

4. The proposed physical education program to enhance the recreational activities of students in remote learning was preference-based because many prefer digital-based entertainment but some still prefer traditional games or hobbies. Given these, the researcher proposed the Virtual Fitness Program. This program fosters the use of digital technology facilitated by technological advancement utilizing virtual platforms. It will highlight various activities that the students can choose from based on their preferences as follows: Virtual Fitness Challenges which involve various planned exercises; Virtual Sports Challenges; which involve various sports from their homes; Virtual Dance Competitions can cater to various home-based dance tutorials and competitions; Virtual Family Fitness Challenges can cater family involvement on a friendly fitness challenges within the household, such as a step-count competition, timed exercises, or obstacle courses, traditional games competitions, and others; and Community Engagement that will encourage students to connect with peers, share their progress, and provide mutual support. The use of social media or dedicated online platforms for community building can be highlighted.

Conclusion

Based on the findings, the following conclusions were derived:

1. The distance education indoor recreational activities preferred by the majority of students were technological-based activities such as watching movies, playing video games, and watching YouTube. While others preferred playing Scrabble, playing domino, and baking. The individual preferences can be associated with personal interests, habits, lifestyles; ease of access to digital media platforms; and likelihood of physical interaction and face-to-face communication.

On outdoor activities, the top five (5) that the students preferred were walking, swimming, jogging, gardening, and running and the least preferred were picnics, camping, and fishing. The varied preferences for outdoor activities can be related to personal interest, accessibility, time constraints, physical well-being, purpose (managing stress), social distancing, and urban environment.

2. The impact of distance learning recreational activities varies among students. Hence, it is essential to recognize that people have diverse experiences and needs, so their perspectives on the impact of distance learning recreational activities on psychological well-being also vary. Factors such as the type of activities, individual preferences, and the context in which distance learning is taking place influenced the impact of recreational activities.

Those who strongly agree recognized that engaging in recreational activities, such as virtual fitness classes, online gaming, or creative hobbies, helps them reduce stress, stay connected with others, and maintain a sense of normalcy during challenging times like the COVID-19 pandemic. Those who agree acknowledge

some positive effects on their psychological well-being but recognize an incomplete solution to all their well-being needs. And, those who moderately agree may not have a strong opinion either way because their experiences with distance learning recreational activities vary or they haven't noticed a significant impact on their psychological well-being.

3. The academic performance and psychological well-being were inversely correlated in the case of A and C, it suggests that students who encountered more stress at school managed better than those who had less stress. It is supported by the "Adversity Quotient" (AQ) theory, which states that those who face and navigate through challenging situations at school or in life tend to develop resilience, determination, and problem-solving skills and are determinants of their overall success and well-being. The respondents from school B demonstrated a moderate positive association between academic success and psychological well-being. It showed that changes in the educational and assessment system can be the root of a decline in well-being.

In general, the respondents from schools A, B, and C exhibited variability in academic performance, with differences in average ratings and a range of individual achievements. It can be concluded that distance learning recreational activities can influence students' well-being, and how these activities affect academic performance may depend on individual preferences, time management skills, and the ability to strike a balance between leisure and academics.

4. The proposed physical education program to enhance the recreational activities of students in remote learning was preference-based entitled **Virtual**

Fitness Program. This program highlights five (5) various activities that the students can choose from based on their preferences such as Virtual Fitness Challenges; Virtual Sports Challenges; Virtual Dance Competitions; Virtual Family Fitness Challenges; and Community Engagement.

Summary of what this study achieved and its contribution to existing knowledge

This study achieved a milestone in determining the students' preferred distance learning recreational activities during distance education. In addition, the preferred activities were associated with various factors. It established that distance learning recreational activities have an impact on psychological well-being highlighting autonomy; environmental mastery; personal growth; positive relations with others; purpose in life; and self-acceptance. However, a moderate impact was noted in personal growth. It was noted also that distance recreational activities in general have no significant relationship with academic performance and its correlation was dependent on the group of students who for instance with the changes in psychological well-being, a significant correlated change in academic performance might occur. But the manner in which the examination was conducted might create a decline in the psychological well-being among students.

This study can be a springboard for instructional leaders in providing home-based recreational activities among students considering the preferences of students. In this regard, the implementation of school recreational programs for the students can be guided by the concept that the students have varied preferences motivated by situations/factors in choosing recreational activities. This concept was

based on the Self-Determination and Motivation Theory states that people are motivated to grow and change by three inborn and general psychological needs which include autonomy, competence, and connection. The student's preferences are often influenced by factors such as:

Personal Interests: People tend to choose recreational activities that align with their personal interests, hobbies, and passions. For example, someone who loves hiking may prefer outdoor activities, while a music enthusiast may choose to attend concerts or play musical instruments.

Social Influences: Social connections play a significant role in recreational activity choices. People often participate in activities that their friends or family members enjoy. Social groups and clubs can also shape recreational preferences.

Skill Level: Skill and proficiency in a particular activity can influence recreational choices. Some individuals may prefer activities that they excel at or those that provide opportunities for skill development.

Location and Environment: The geographic location and environment can affect recreational choices. People living near the coast may engage in water-related activities like swimming or surfing, while those in urban areas may be more inclined to participate in cultural events or sports.

Health and Physical Fitness: Health considerations can impact recreational choices. Some individuals may engage in activities for physical fitness, relaxation, or stress relief.

Cultural and Societal Factors: Cultural and societal norms can influence recreational preferences. For example, cultural traditions and celebrations may dictate certain recreational activities.

Availability of Resources: Access to resources, facilities, and equipment can determine the feasibility of engaging in specific recreational activities. People may choose activities that are easily accessible to them.

Seasonal and Weather Conditions: Weather and seasonal changes can influence recreational choices. For instance, winter may be associated with skiing and snowboarding, while summer may be more conducive to swimming and outdoor sports.

The factors mentioned above provide insight into how individuals make choices about their recreational activities. People's preferences and decisions in this regard are often a combination of these factors, and they may evolve as interests and circumstances change.

Recommendations

Based on the conclusions, the following recommendations were set forth:

1. Assign and provide students with supplemental home-based lessons and recreational activities that are technologically-based, digitally-based, and referenced-based and associated with personal interests, habits, lifestyles; accessibility; affordability, and likelihood of physical interaction.

2. Include in the Grade 7 entrance assessment the students' individual preferences, time management skills, and the ability to balance between leisure and academics. The results can serve as a baseline in assigning diversified instructions

and distance recreational activities that may have an impact on psychological well-being and academic performance.

3. Provide and assign students the planned and challenging learning activities that were referenced-based and adopt the principle that individuals who face and navigate through challenging situations at school or in life tend to develop resilience, determination, and problem-solving skills, which contribute to their overall success and well-being.

4. Implement the proposed *Virtual Fitness Program* highlighting the five (5) activities such as Virtual Fitness Challenges; Virtual Sports Challenges; Virtual Dance Competitions; Virtual Family Fitness Challenges; and Community Engagements in the three (3) schools involved in this study for the school year 2023-2024.

Dissemination and Advocacy Plan

The findings of this study will be disseminated through the School In-Service Training (INSET) or School Learning Action Cell (SLAC) and other research venues (local, national or international). The INSET/SLAC presentation of the **Virtual Fitness Program Workshop** will highlight and put into action the crafting and development of recreational activities mechanics and criteria, video lessons, and worksheets for Grade 7. Through this workshop, the teacher-participants are expected to enhance their basic computer skills, develop instructional materials, lessons, worksheets, assessments and mechanics and criteria for recreational activities,

The presentation of the research will highlight the findings on the impact of distance learning recreational activities on the psychological well-being and academic performance of the students, and the proposed physical education program to enhance the recreational activities of the students in the home-based learning due to limited school learning sessions. The significance of the findings will pave the way for the workshop which will be actively participated by the Physical Education Teachers, Head Teachers, and the School Head.

The workshop will be held in the online session room, it will cover the (1) Revisiting ICT basics. (2) Crafting the mechanics and criteria in line with the five (5) activities the researcher had proposed and (3) Harvesting video lessons, worksheets, and utilizing social media platforms. These sessions will enable the teachers to make interesting, effective, and simplified distance learning recreational materials.

TRAINING DESIGN

Virtual Fitness Program Workshop

<i>Participants: Physical Education Teachers</i> <i>Target Date: October 2023</i>				
TRAINING OUTCOME 1:				
1. Enhancing Basic Computer Skills <i>Enhanced computer basic skills</i>	Course Outline	# of Hrs.	Training Description	Media
	Course outline: basic use of the internet developing Video lessons	2	It will cover the basics of using a computer including the basic use of Word, Excel, Email, and the Internet.	ICT Facility
TRAINING OUTCOME 2:				
Crafted the mechanics and criteria in line with the five (5) activities the researcher had proposed	-Identify ICT integration appropriate for each activity -Make a criteria outline and mechanics in conducting the: Virtual Fitness Challenges;	3	The training will equipped PE teachers with enough knowledge and skills on the conduct of the home-based recreational activities using digital technologies in the realization of DepEd goals	ICT Facility, Curriculum Guide/Book, MELCs
Outcome 2.				
Crafted/Harvested distance learning recreational activities	Craft/download video lessons, worksheets, planned exercises, other recreational activities	3	Enable teachers to plan diverse instructional materials and distance learning recreational activities	ICT Facility, Curriculum Guide/Book, MELCs
TOTAL TIME: 8 hours				

WORK PLAN

Virtual Fitness Program Workshop

ACTIVITIES	PERSONS INVOLVED	TIME FRAME	MEANS OF VERIFICATION
Preparation of project proposal	Jeremy A. Cruz Nelly C. Bien Bernard D. Cruz	September 2023	Project Proposal
Proposing for the Venue	School Head, School Research Coordinator, the proponent	September 2023	Approved Venue
Meeting to present Plan and discuss the concept of the Workshop		October 2023	Minutes of the meeting
Follow up, finalization meeting, and presentation of the plan			
Submission of project proposal in the Division	PSDS, School Head, and Proponent		Received Copy of Proposal
Preparation of Program, certificate, venue	Proponent, Working Committee	October 2022	Program Certificate
Virtual Fitness Program Workshop	Division Research Coordinator, School Head, PSDS, School Research Committee, proponent		Approved proposal, Program, Documentation, and Accomplishment Report
Evaluation of Activity Awarding of certificates			

FINANCIAL PLAN
Virtual Fitness Program Workshop

ACTIVITY	RESOURCES	EXPENSES (Php)
<i>Virtual Fitness Program Workshop</i>	2 Snacks, 1 Lunch	Meal for 1 day x P400.00 X15 pax 6,000.00
	Amenities: Tarpaulin for backdrop Sound System Multi Media/Projector Miscellaneous expenses	 2,000.00
	Supplies: 10 pcs. Certificate of Recognition 2packs of specialty paper 8 ½ x 13 size 1 ream of long bond paper 8 ½ x 13 size 1 ream A4 size bond papers Misc.	500.00 300.00 250.00 250.00 700.00 <u>2,000.00</u>
	GRAND TOTAL	10,000.00

References

- Aaltonen, S. et.al. (2016). *Leisure-Time Physical Activity and Academic Performance: Cross-Lagged Associations from Adolescence to Young Adulthood*.
<https://www.nature.com/articles/srep39215>
- Akar, G. (2015). *Types of Recreational Activities*. <http://www.ingilizcesinavlar.com/>
- Ames, D. et al. (2017). Interpersonal assertiveness: Inside the balancing act
<https://compass.onlinelibrary.wiley.com/doi/full/10.1111/spc3.12317>
- Amerijckx, G. & Humblet, P. (2015). Uses and perceived benefits of children's recreational activities: the perspectives of parents and school professionals. *International Journal of Child Care and Education Policy* volume 9, Article number: 11 (2015).
<https://ijccep.springeropen.com/articles/10.1186/s40723-015-0013-z>
- Aquino, J. M. (2023). Assessing the role of recreational activities in physical education participation of college students in one State University in Laguna Philippines. *International Journal of Multidisciplinary Sciences* Volume 1 Number 2 (2023) ISSN : 2986-7665 (Media Online)
<https://jayapanguspress.penerbit.org/index.php/IJMS> 190
- Back, D. (2022). The impacts of adolescents' leisure activity types on psychological well-being, academic self-efficacy, self-esteem, and stress 2022.
<https://scholarworks.uni.edu/cgi/viewcontent.cgi?>
- Bacani, R. (2010). *DO 32, S. 2010- National adoption and implementation of the national competency-based standards for school heads*.
<https://www.deped.gov.ph/>
- Benefits of Recreation*. <http://recreation.townofmanchester.org/>
- Rodríguez-Bravo, A. et al. (2020). Effect of physical-sports leisure activities on young people's psychological wellbeing <https://www.frontiersin.org>
- Cenon, P.D. (2020). *Learning and development in the new normal*. <https://manila.standard.net/>
- Cherry, K. (2021). *Self-determination theory and motivation*. <https://www.verywellmind.com/what-is-self-determination-theory-2795387>
- Cherry, K. (2023). Maslow's Hierarchy of Needs. <https://www.verywellmind.com>
- Clio Stearns *Recreational Activities in Physical Education*. <https://study.com>

Distance Education. <https://www.merriam-webster.com>

Distance Education Philippines. <https://www.philippineseducation.info/>

DO No. 012, s.2020. *Adoption of the basic education learning continuity plan for the school year 2020-2021 in the light of the covid-19 public health emergency.* <https://www.deped.gov.ph>

Fernando (2020). *What the Covid-19 Pandemic will change in education.* <https://www.worldsofeducation.org/>

Ford, J. (2021) What is the legal basis in physical education in the Philippine Constitution? <https://answer-to-all.com>

Guidelines on the implementation on the use of the most essential learning competencies (MELCS) (2020). <https://commons.deped.gov.ph/>

Grabel, B.F. (2017). *The relationship between wellbeing and academic achievement A systematic review.* <https://essay.utwente.nl>

Inter-agency task force for the management of emerging infectious diseases (2021). <https://doh.gov.ph/sites/default/>

Jha, P. (2023). *Living in the present moment: letting go of past regrets and future worries.* <https://www.linkedin.com>

Joelson, R. (2020). *Managing Difficult Life Transitions.* <https://richardbjoelson.com>

Kamath, A. et al. (2023). Relationship between psychological well-being and academic performance among adolescents in Dakshina. *Fully Refereed International Journal*, Volume:05/Issue:02/February-2023
<https://www.irjmets.com/uploadedfiles/paper>

Klapp, T. (2023). Psychological well-being was negatively related to academic Achievement. *European Journal of Psychology of Education.* <https://link.springer.com/article/10.1007/s10212-023-00690-9>

Llego (2020). *Buhay guro, DepEd learning delivery modalities for school year 2020-2021.* <https://www.teacherph.com/deped->

Mann, S.B. (2020). *Best indoor activities for adults & for kids* <https://icebreakerideas.com/>

Marine, T.T. (2013). *Psychological well-being and its relation to academic perfor*

mance of students in georgian context. <http://www.scientiasocialis.lt/>

McKay, C. (2012). *The psychological benefits of participation in leisure pursuits for adolescents.* <https://scholars.unh.edu>

Antigoni Mertika, A. et al. (2020). "Positive Relationships" and their impact on wellbeing: A review of current literature. *Psychology the Journal of the Hellenic Psychological Society* 25(1):115. DOI:10.12681/psy_hps.25340 Stalikas. <https://www.researchgate.net/publication>

Most essential learning competencies (MELCs) (2020). <https://www.teacherph.com>

Mustafa, M. et al. (2022). The Relationship between Psychological Well-Being and University Students Academic Achievement Faculty of Human Development, Sultan Idris Education University, Malaysia https://hrmars.com/papers_submitted/7454/

Pressman, S. et al. (2020). Association of Enjoyable Leisure Activities With Psychological and Physical Well-Being. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2863117/>

Rathakrishnan, B. et al. (2023). *Gaming preferences and personality among school students.* <https://doi.org/10.3390/children10030428>

Recreational activity. (n.d.). <https://www.lawinsider.com/dictionary/>

Roberts, D. (2018). *Ryff's psychological well-being scales.* <https://danrobertsgroup.com>

Rüppel, F., et al. (2015). The influence of psychological well-being on academic success. <https://link.springer.com/article/10.1007/s10389-015-0654-y>

The COVID-19 pandemic has changed education forever (2020). <https://www.weforum.org/>

Staiger, D. et al. (2022). Variability in the impacts of COVID-19 on student Achievement. <https://cepr.org/voxeu/columns/variability-impacts-covid-19-student-achievement>

Seifert, T. (2005). *The ryff scales of psychological well-being.* <https://centerofinquiry.org/uncategorized>

Social and Emotional Development: Ages 11-13. <https://www.kidcentraltn.com>

Spacey, J. (2020). *Examples of outdoor activities.* <https://simplicable.com/>

Street, G. & James, R. (n.d.). *The relationship between organized recreational activity and mental health.* <https://www.dlgsc.wa.gov.au>

Tena, J.G. (2020). *Physical activity, leisure-time, cognition, and academic grades: connections and causal effects in chinese students.* <https://www.liverpool.ac.uk/>

Trucchia, S. et.al. (2013). *Relationship between academic performance, psychological well-being, and coping strategies in medical students.* <https://pubmed.ncbi.nlm.nih.gov/24646930/>

Valentine, D. (2002). *Distance learning: promises, problems, and possibilities.* from <https://www.westga.edu/>

What Are the Goals of Physical Education? (2019). <https://blog.schoolspecialty.com/>

What is Academic Performance? .<https://www.igi-global.com/dictionary>

Financial Report (Budget Source: BERF)

The expenses were related to the research proposal preparation, revision process, data collection, data treatment, discussion, printing, and bookbinding. It encompasses the details of the expenses of the research process, which include the necessity of school supplies, travel expenses, food expenses, and other incidental expenses.

ACTIVITY	CASH OUT	BALANCE
Basic Educational Research Fund (BERF) Facility Grant		70,000.00
Proposal		
Preparation of research proposal and revision processes	5006	64,994
Travel to ROV for the submission of revised copy Travel to ROV to get MOA, and submission of MOA Travel from home to Bonot, Legazoi City, Law Firm for Notary and back	1200	63,794
Notary Signing	500	63,294
Data Collection, Analysis of data, and Interpretation		
Travel expenses	1900	61,394
Internet load	10500	50,894
Food Snacks for respondents	14150	36,744
Food Snacks for interviewee	12500	24,244
Reproduction and printing	3756	20,488
Dissemination of Result		
Travel expenses for submission of proposal in SDO	200	20,288
Expenses for disposable utensils	1400	18,888
Expenses for (miscellaneous) finger foods, coffee, juice, sliced cake, candies, etc.	1308	17,580
Printing of Tarpaulin and fare	700	16,880
Snacks (morning and afternoon)	4500	12,380
Expenses for Food and water for (Lunch for 30pax)	10000	2,380
Submission of Completed Research	580	1,800
Travel expenses to SDO and ROV		
Bookbinding		
Bookbinding expenses	1000	1000
Travel Expenses	800	800
Total	70,000	0