

KINESIOLOGY & COACHING

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Effects of Online Teaching on Perceived Physical Competence and Cultural Appreciation of the Philippine Martial Arts “Arnis”

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Abstract

Problem. This study aims to identify the effects of physical competence level and cultural appreciation of students in Filipino martial arts “Arnis” in an online class setting. The indigenous people of the Philippines created Arnis, a martial art that employs “swinging and twirling movements, as well as striking, thrusting, and counterattacking techniques for defense and offense using a pair of sticks. **Method.** This cross-sectional study adopted Fox and Corbin’s (1989) Physical Self-Perception Profile Questionnaire and Malmö’s (2013) Cultural Appreciation on Martial Arts Scale (CAMAS), both of which were adapted to Arnis. Our questionnaire was completed by n=346 (n = 122 male, n = 224 female) 18-20-year-old college students who volunteered to participate. Descriptive and correlational analyses were conducted.

Results and Conclusions. Findings revealed that the perceived physical competence of the students of Arnis was at an average level obtained an (Overall Mean=2.77) pre-test and (Overall Mean=3.33) post-test. At the same time, the cultural appreciation of the participants in Arnis was moderately high, obtaining (Overall Mean=4.02) and (Overall Mean=4.02), respectively. This demonstrates that participants valued Arnis culture even in an online class modality.

Introduction

The extensive utilization of campus-wide Learning Management Systems (LMS) is shifting the scale of an on-campus learning experience. The Covid-19 pandemic compelled the Department of Education (DepEd) and the Commission on Higher Education (CHED) in the Philippines to use an online hybrid mode of instruction that involves synchronous and asynchronous contact (e-mail, chat, instant messaging, and discussion forums with the use of virtual meeting applications such as Google and Zoom meeting apps). Understandably, there is something so fascinating about LMS that, despite its complexities and

risks, almost every university seems compelled to have one. Daniel [2003] concluded that availability, expense, and efficiency are three common grounds for the present-day importance of information technology to higher education and the underway paradigm shift in delivery modes.

As per Coates, James, & Baldwin [2005], automated computer systems known as Learning Management Systems (LMS) have progressively grown over the last few years and are having, and will continue to have, significant implications on university teaching and learning. These technologies can create immersive learning environments for on-campus students and online virtual universities. In the 1990s, several digital and internet

technologies converged to become LMS. Technologies have grown and been embraced by several universities throughout the world over the previous four years. LMS are modular technologies that can support a whole institution's teaching and learning activities [http://www.adlnet.org/.Australian; http://www.imsproject.org.; http://web.mit.edu/oki].

It was commonly the "teacher's figure to make student learning occur" [Ramsden 1992] and to expose and implode the distinct understanding and knowledge that students brought to a course [Laurillard 2002]. Reducing this difference, referred to by Moore [1989] as the "transactional gap," entails teachers creating structure and content for their course and then seeding and managing pedagogical discussions and feedback dynamics instrumental to learning. Wiley [2012] identified martial arts, in whatever form and location, as a one-of-a-kind innovation of the people who created them as part of their civilization in terms of cultural appreciation. Kenjutsu, in its traditional form, is a type of Japanese fencing (Kendo). Japanese fencing is a result of both technology and Japanese values and habits.

Paman [2007] specified that combat has existed since dawn. These essential survival acts evolved into organized training systems over time. People in every country have developed distinct self-defense strategies influenced by location, political climate, current conflicts and dangers, and cultural preferences. Arnis is the most generally used and all-encompassing term for Filipino martial arts in the Philippines. It begins with stick fighting skills and proceeds to sword and empty hand combat. Carroll [2017] recounted that Filipino villagers repelled Ferdinand Magellan's armored, cavalry saber Spanish conquistador troops when they attempted to invade in 1521, armed only with traditional weapons and their fearsome Arnis talents. Despite its prohibition from Spanish colonization, Arnis traditions were perpetuated in the form of ritual dance, performance, and theatrical combat until the Spanish eventually arrived and successfully captured sections of the Philippines.

Junior high school instructors must improve physical competence to promote Arnis as fitness and cultural activity of the students through physical education [Martin, Santos 2019]. According to research, a student's sense of physical competence is related to his or her level of strength and commitment to an action [Bandura 1986, Wang *et al.* 2002]. Similarly, studies have shown that students with high physical competence enjoy and are motivated to participate in sports or physical exercise [Biddle *et al.* 2003; Ferrer-Caja, Weiss 2000; Martin *et al.* 2016]. There have been few studies on perceived physical competence in martial arts. As a result, one study by Rutkowska and Klimczak [2012] revealed average levels of perceived physical competence in young people. However, that study looked at many martial arts disciplines and was not mostly Arnis.

Martin and Santos [2019] surveyed the cultural appreciation and perceived physical competence of Filipino students for Arnis' traditional martial arts in a face-to-face classroom environment. It also examined the relationship between the cultural appreciation of the participants and the degree of competence. The study's findings analyzed participants' cultural appreciation and the perceived level of physical competence. They showed a modest level of perceived physical competence and a relatively high cultural appreciation of Arnis. Cultural recognition is related to presumed physical competence in Arnis. Given the findings, the discipline of Arnis should be actively encouraged and included in higher education curricula to strengthen cultural appreciation and improve physical competence.

Chan *et al.* [2021] investigated the effectiveness of online PE instruction in Hong Kong. The study highlighted four significant findings. First, most teachers reported that online PE lessons were ineffective at improving motor skill acquisition and physical activity level, citing "lack of practical training," "students' lack of learning motivation/interest," and "limited interpersonal interactions" as primary reasons. Second, most teachers found online teaching difficult, with significant challenges including "limited interpersonal interactions" and "difficult to retain students' learning motivation/interest." Third, most teachers found online teaching stressful due to increased workload in preparation and safety concerns of the home-exercise program. Frontline PE teachers perceived the effectiveness of online PE teaching during COVID-19 school closures to be low and demanding. The researchers recommended that schools and the government should provide adequate support. Such as online teaching kits and concrete teaching guidelines for PE teachers in order for them to develop creative and interactive online lessons, which will benefit students' motor skill acquisition and physical activity level.

There is limited educational research into the pedagogical impact of online LMS in teaching martial arts, specifically "Arnis." In an attempt to define key research subjects, there has been an explosion of small-scale, localized, and informative case studies looking at the influence of information and communication technology on teaching and learning [Kezar 2000]. This experiment generally concentrates on applying specific technology in different classes or topics [Kuh, Hu 2001; Kuh, Vesper 2001]. In this context, the researchers explored the impact of online teaching on students' physical competence and cultural appreciation for Arnis.

Material and methods

Participants and procedure

A total of $n=346$ ($n = 122$ male, $n = 224$ female) in the age of 18-20-year-old college students from state universities in Nueva Ecija and Pampanga, Philippines,

who are taking Arnis in their physical education classes participated in this cross-sectional study by completing a survey questionnaire on cultural appreciation and perceived physical competence in Arnis.

Instruments

Malmö [2013] employed the Cultural Appreciation of Martial Arts Questionnaire (CAMAS) to assess cultural appreciation of martial arts in terms of cultural knowledge, sensitivity, and awareness. Participants in this study completed a 10-item questionnaire indicating their level of agreement or disagreement with the items. The questionnaire inquired about reactions on a Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree) (strongly agree). Based on Cronbach's alpha, the dependability of each of the three components in this study was 0.962, 0.918, and 0.873, respectively. The Physical Self-Perception Profile [Fox, Corbin 1989] was used to assess participants' perceived physical competence. The students rated each item on a five-point Osgood scale ranging from "I am among the best in terms of athletic ability" (1) to "I am not among the greatest in terms of athletic ability" (5). (scale scores reversed in analyses). The scale had five things that were customized to Arnis (for example, "I am among the best when it comes to Arnis."). Higher ratings indicated greater physical competence. For the current sample, the internal consistency of this subscale was satisfactory ($\alpha=.89$).

Scope and Limitation

The primary goal of this study is to assess students' physical competency and cultural appreciation for Arnis in their PATHFit 3 and 4 online lessons over the school year 2021-2022. Recent studies and research were reviewed to determine the effects of an online class on teaching martial arts in tertiary physical education. The study did not cover other aspects of teaching martial arts methods, such as encouraging through praise, differentiating instruction, using formative evaluation, and employing preventive discipline. The Physical Self-Perception Profile [Fox, Corbin 1989] was used to assess participants' perceived physical capability. The students answered each item on a five-point Osgood scale ranging from "I am among the best in terms of athletic ability" (1) to "I am not among the best in terms of athletic ability" (5) (scale scores). Analyses have been reversed.

Data analysis

Prior to statistical analyses, the normality and missing values were examined. The descriptive analysis was conducted on the respondents' Arnis physical competence and cultural appreciation scores. The Mean and Standard Deviation of the overall responses to the subscales were computed. Also, Pearson r correlation was done to examine relationships between Arnis' physical competence and cultural appreciation. Statistical analysis was completed

with the Statistical Package for the Social Sciences software (2008), version 17.0. The study relied on descriptive statistics. In research, this strategy is used to characterize the fundamental characteristics of various sorts of data. It shows the data in such a way that patterns in the data begin to make sense. Nonetheless, the descriptive analysis is limited to drawing inferences. The conclusions are based on the assumption that the researchers have developed thus far. The mean was applied to calculate the data's central tendency. This strategy was frequently employed by researchers to highlight the most frequently or averagely indicated response.

Results

Arnis Competence

Table 1 displays the pre-test physical competence in Arnis. As indicated in the table, all items obtained an (Overall Mean=2.77). In contrast, Table 2 received an (Overall Mean=3.33), indicating that the participants have a common connotation regarding their physical competence toward Arnis. Despite the ratings being raised in their post-test, the interpretation remained within the average level of competence.

Table 1. Pre-test descriptive statistics for Arnis Competence Descriptive Statistics

	N	Mean
I am good in Arnis	346	2.9942
I am among the best when it comes to Arnis	346	2.6156
I feel confident when participating in Arnis Activities	346	3.0231
I am among the best when it comes in joining Arnis	346	2.5925
I am among the first to join in Arnis activities.	346	2.6156
Valid N (listwise)	346	2.77

Table 2. Post-test descriptive statistics for Arnis Competence Descriptive Statistics

	N	Mean
I am good in Arnis	346	3.5565
I am among the best when it comes to Arnis	346	3.1680
I feel confident when participating in Arnis Activities	346	3.6722
I am among the best when it comes in joining Arnis	346	3.1405
I am among the first to join in Arnis activities.	346	3.1322
Valid N (listwise)	346	3.33

Descriptive Interpretation

- 1.00-1.80=Very Low level
- 1.81-2.60=Low level
- 2.61-3.40= Average level
- 3.41-4.20= Moderately High level
- 4.21-5.00= High level

Cultural Appreciation of Arnis

Table 3 shows the students' pre-test cultural appreciation of Arnis. The table shows that all items earned an (Overall Mean=4.02). In contrast, Table 2 received an (Overall Mean=4.93), indicating that their pre-test and post-test interpretations were above average and moderately high, respectively. This demonstrates that participants valued Arnis culture even in an online educational context.

Table 3. Pre-test descriptive statistics for Cultural Appreciation of Arnis

Descriptive Statistics	N	Mean
I can discuss specific details related to the history, traditions, and values of Arnis in my country.	346	4.5694
I can identify and discuss the culture of Arnis.	346	4.1387
I know how to act with courtesy and respect in Arnis.	346	4.8468
I can identify unique symbols specific to Arnis.	346	4.3006
I can identify and discuss key historical events that have shaped Arnis.	346	3.8555
I am aware of the culture of Arnis.	346	3.7659
I can identify and discuss key people that have shaped Arnis.	346	3.6416
Learning about culture enriches the experience of training in Arnis.	346	3.4942
I believe that Arnis plays an important role in the culture of my country.	346	3.8699
I believe the impact of Arnis on the culture of my country is significant.	346	3.7139
Valid N (listwise)	346	4.02

Table 4. Post-test descriptive statistics for Cultural Appreciation of Arnis

Descriptive Statistics	N	Mean
I can discuss specific details related to the history, traditions, and values of Arnis in my country.	346	5.3526
I can identify and discuss the culture of Arnis.	346	5.0854
I know how to act with courtesy and respect in Arnis.	346	5.6226
I can identify unique symbols specific to Arnis.	346	5.0358
I can identify and discuss key historical events that have shaped Arnis.	346	4.7989
I am aware of the culture of Arnis.	346	4.6860
I can identify and discuss key people that have shaped Arnis.	346	4.6171
Learning about culture enriches the experience of training in Arnis.	346	4.5317
I believe that Arnis plays an important role in the culture of my country.	346	4.9118
I believe the impact of Arnis on the culture of my country is significant.	346	4.6584
Valid N (listwise)	346	4.93

Descriptive Interpretation

1.00-1.85=Very Low
 1.86-2.71=Low
 2.72-3.57= Average
 3.58-4.43= Above Average
 4.44-5.29= Moderately High
 5.30-6.15=High
 6.16-7.00=Very High

Discussion and Analysis

COVID-19 is an infectious illness caused by a coronavirus that causes severe acute respiratory syndrome. The pandemic has limited interpersonal contact, and social distance is thought to be the most effective preventative approach [Viana, de Lira 2020]. As a result, most institutions began offering online classes and seminars (Webinars) instead of face-to-face lectures. Due to the growing interest in online class enrollment, professors are advised to develop classes online [Chiasson, Terras, Smart 2015]. Online learning in many institutional organizations worldwide has become a popular alternative teaching approach [Sawang, Newton, Jamieson 2013]. Unfortunately, online physical education (PE) programs for instructors and students are not easy to teach or learn; the researchers and their students could attest to that.

Moving to an online environment caused concern for not only educational outcomes [Eyles, Gibbons, Montebruno 2020] but also current and future health outcomes of children, as schools have been suggested as a place to help children obtain 60 minutes or more of physical activity [Rundle *et al.* 2020]. Initial research on the impact of COVID-19 suggests lower levels of physical activity and higher rates of obesity in children [Dunton, Do, Wang 2020; Moreno-Guerrero *et al.* 2020; Rundle *et al.* 2020]. While on the other hand, Dimitrov [2020] recounted that technological advancement and computerization had advanced dramatically in recent years, creating excellent strategies for innovative training in schools and sporting events. In this day and age of social distancing, hardware and software solutions have emerged as reasonable and relevant means of remote attendance for students and athletes.

Following the Commission of Higher Education (CHED) Memorandum Order no. 39 series 2021, dated December 31, 2021, the following policies, standards, and guidelines were promulgated on implementing tertiary physical education: Physical Activity Towards Health and Fitness (PATHFit) courses. To rationalize physical education in the Philippines with the end view of keeping pace with the demand of global competitiveness; and according to Article XIV section 19 of the Philippine constitution, which mandates that: "The State shall promote physical education and encourage sports programs, league competitions, and amateur sports,

including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors. “PATHFit 3 & 4 consist of physical education courses with two units each that can be offered at any of the following: dance, sports, outdoor activities, group exercises (Yoga, Zumba, Circuit training), and Martial Arts, specifically Arnis.

Arnis is not only implemented into the Philippine school system for the preservation of culture but also for the development of student physical skills through physical exercise. During this pandemic, PATHFit 3 and 4, particularly Arnis, are being taught through an online mode of instruction. A Learning Management System (LMS) provided by state universities and colleges facilitates synchronous (lecture/discussion) and asynchronous (task/assignment) online classes totaling two hours. Many comments from the students have indicated that the contact between teachers and students in online courses is inadequate compared to that in traditional classroom settings, making student involvement difficult. In this study, the researchers evaluated the impact of online teaching on students’ physical competence and cultural appreciation for Arnis. The findings revealed that students’ Arnis physical competence is average, while their cultural appreciation for Arnis is moderately high.

Similarly, Yu and Jee [2021] investigated the efficacy of online practical classes (OPC) in physical education (PE) based on the ADDIE paradigm during the COVID-19 pandemic. According to their study (1), The learning interventions were not feasible for team projects. (2) Most learners perceived that faults persisted during the implementation phase. (3) During the evaluation phase, educators reported unenthusiastic student participation, and students only submitted tasks. (4) The acceptable level of effectiveness measured by OPC differed considerably between educators and learners. According to the findings, timely and high-quality feedback is required to implement OPC successfully in PE.

In contrast to these studies, Dimitrov [2020] arranged to organize Taekwondo’s official training online. The program’s application demonstrated that online training was an appropriate method for strengthening, stimulating, and striving to improve the competencies of Taekwondo officials in Bulgaria during an ongoing pandemic. Distance training has proven to be a promising practice in Taekwondo for directing all concepts and some experiential learning for the country’s officials. The studies above allow teachers, school administrators, coaches, and sporting officials to assume that it is necessary to effectively use advanced technological ways and means to engage athletes and students in sports and martial arts activities during the COVID-19 pan-

dem. The disparate findings of the research studies prompted school administrators and sports officials in the Philippines to re-evaluate the systems and procedures pertinent to martial arts training in schools, specifically Arnis, via online mode.

Conclusion and Recommendations

This study looked at Filipino students’ cultural appreciation and perceived physical competence in the traditional martial art of Arnis. It also investigated the association between the participants’ cultural appreciation and their degree of physical competence. A poll of participants’ levels of cultural appreciation and perceived physical competence found that they have a moderate degree of perceived physical competence and a relatively high level of cultural appreciation for Arnis. Cultural appreciation is associated with a perceived physical competence in Arnis. Given the results, the practice of Arnis should be vigorously promoted and included in higher education curriculums to strengthen cultural appreciation and enhance physical competence. Accordant to the effects of online teaching in Arnis, timely and high-quality feedback is required for successful online physical education classes for the students to become more engaged, competitive, and appreciative of what Arnis has to offer. Researchers made some recommendations for the successful implementation of online classes in physical education: The University should devote adequate time, money, and technical assistance by providing a decent learning management system and providing high-quality laptops for faculty; prior to teaching online, educators must be well trained in a web-based setting; and educators must come up with techniques to stimulate student participation while evaluating them fairly and providing constructive criticism appropriately.

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Wpływ nauczania online na postrzeganą kompetencję fizyczną i kulturowe uznanie filipińskich sztuk walki „Arnīs”

Słowa kluczowe: Arnīs, nauczanie online, kompetencje fizyczne, uznanie kulturowe

Streszczenie

Problem. Niniejsze badanie miało na celu określenie wpływu poziomu kompetencji fizycznych i uznania kulturowego uczniów filipińskich sztuk walki *Arnīs* w warunkach zajęć online. Rdzenni mieszkańcy Filipin stworzyli *Arnīs*, sztukę walki, która wykorzystuje ruchy wahadłowe i obrotowe, a także techniki uderzania, pchania i kontrataku do obrony i ataku za pomocą pary kijów.

Metoda. W niniejszym przekrojowym badaniu przyjęto *Kwestionariusz profilu samooceny fizycznej* Foxa i Corbina (1989) oraz *Skalę oceny kulturowej w skali sztuk walki* (CAMAS) według J.R. Malmo (2013), z których oba zostały dostosowane do sztuki walki *Arnīs*. Kwestionariusz wypełniło n=346 (n=122 mężczyzn, n=224 kobiety) 18-20-letnich studentów, którzy zgłosili się do udziału. Przeprowadzono analizy opisowe i korelacyjne.

Wyniki i wnioski. Wyniki badań wykazały, że postrzegane kompetencje fizyczne adeptów *Arnīs* były na średnim poziomie, uzyskując (Ogólna Średnia=2,77) pre-test i (Ogólna Średnia=3,33) post-test. Jednocześnie uznanie kulturowe uczestników *Arnīs* było na umiarkowanie wysokim poziomie, uzyskując odpowiednio (Średnia Ogólna=4,02) i (Średnia Ogólna=4,02). To pokazuje, że uczestnicy docenili kulturę *Arnīs* nawet w trybie zajęć online.