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### RESEARCH ARTICLE

#### MOTIVATION, STRESS, AND EXPERIENCES IN FLEXIBLE LEARNING: EFFECTS ON STUDENTS' PERFORMANCE IN PHYSICAL EDUCATION

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#### Abstract

Education has always been a salient factor in a person's life. Both internal and external factors contribute to its enhancement and its diminishment. Even when the pandemic hit the whole world, education never ceased; the government and its education departments immediately shifted to a Flexible mode of teaching and learning. In the Philippines, the Commission on Higher Education (CHED) created a policy that ensures learning continuity amidst the pandemic. Drawn from this situation, this study determined the relationship between motivation, stress level, and experiences in Flexible Learning to the performance of students in PE 4. The study utilized a descriptive correlational design to check whether there is a relationship between variables. Moreover, the study used multiple linear regression and inferential statistics to treat the data gathered in the survey. The study showed that the variables, namely motivation, and stress, have no significant relationship with the participants' PE 4 performance. In comparison, the learning experiences significantly positively relate to PE 4 performance. Moreover, learning experiences were found to be the variable that best influences PE 4 performance. Based on the study's findings, conclusions were drawn that motivation and stress do not affect the students' performance in PE 4. At the same time, the learning experience predicted the students' PE 4 performance significantly.

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#### Introduction:-

Education has always been on salient factor in a person's life. Both internal and external factors contribute to its enhancement and its diminishment. Even when the pandemic hit the whole world, education never ceased. The government and its education departments immediately shifted to a Flexible mode of teaching and learning. In the Philippines, the Commission on Higher Education (CHED) created a policy that ensures learning continuity amidst the pandemic. Higher education institutions were prompted to draft their own contextualized Flexible Learning schemes that best fit the kind of students.

CHED Memorandum # 4 series of 2020 emphasized the need to find innovative teaching and learning modalities that will facilitate the adaptation of flexible learning from the traditional model. The said memorandum emphasizes the collaboration and active participation of all stakeholders. These include the student in the process and its implementation. In other words, not only are the Commission on Higher Education and the universities responsible for the success of the Flexible Learning scheme; the students themselves must be ready and apt for the challenge ahead. Additionally, Flexible learning environments are becoming increasingly important for planning and

delivering information systems curricula, especially during the pandemic. However, even though all the best efforts of schools and universities were put forward, students were not as prepared for the new learning modality. A study by Khairuddin in 2020 concluded that most students seemed unsure whether they were ready to experience this specific learning style. Furthermore, Reyes et al. (2020) study revealed that students are prepared. However, some factors may hinder them from fully performing their best in this new modality.

Observation by the researcher confirmed this when several students failed to perform well in their classes and were sometimes absent in classes. More specifically, some find it stressful, and many feel unmotivated. Not only that, but students also faced problems during their learning sessions. A Study by Cahapay (2019) revealed that unstable internet connectivity; inadequate learning resources; electric power interruptions; vague learning contents; overloaded lesson activities; limited teacher scaffolds; poor peer communication; conflict with home responsibilities; poor learning environment; related financial problems; physical health compromises; and mental health struggles.

Many studies have concluded that motivation is one key factor in students' learning. It is considered a complex concept that is closely aligned with 'the will to learn,' encompassing self-esteem, self-efficacy, effort, self-regulation, locus of control, and goal orientation. Motivation is considered one influential element in the success of any activity. It plays a crucial role in achieving the desired goals (Rehman et al., 2014). Furthermore, several studies have been conducted to report the stress (Baloran, 2020) and challenges encountered by students in virtual learning sessions in their respective countries (e.g., Adnan & Anwar, 2020 in Pakistan; Arinto, 2016 in the Philippines; Henaku, 2020 in Ghana; Matswetu et al., 2020 in Zimbabwe; Subedi et al., 2020 in Nepal; and Dhawan, 2020 in India).

Ultimately, performance is dependent on multiple factors: motivation, stress, and experiences in Flexible Learning. Moreover, this study will be conducted to determine the effect of these three variables on the performance of students in Physical Education.

### **Framework**

The study was anchored in Bandura's social cognitive theory (1991), Walberg's theory of educational productivity, and the Self-regulated learning theory. Walberg's theory of educational productivity was tested as one of the few theories about academic achievement. This theory suggests that the students' psychological characteristics and immediate psychological environments influence their educational outcomes (cognitive, behavioral, and attitudinal) (Reynolds & Walberg, 1992). These are the educational process and achievement goals to increase scholarly productivity. Within these approaches, the main point is that circumstances can influence students' academic achievement. Walberg (1986) identified nine key variables that can influence educational outcomes: student's ability, motivation, age and stages of development, the quantity of instruction, quality of instruction, classroom climate, home environment, peers, and exposure to social media outside of school.

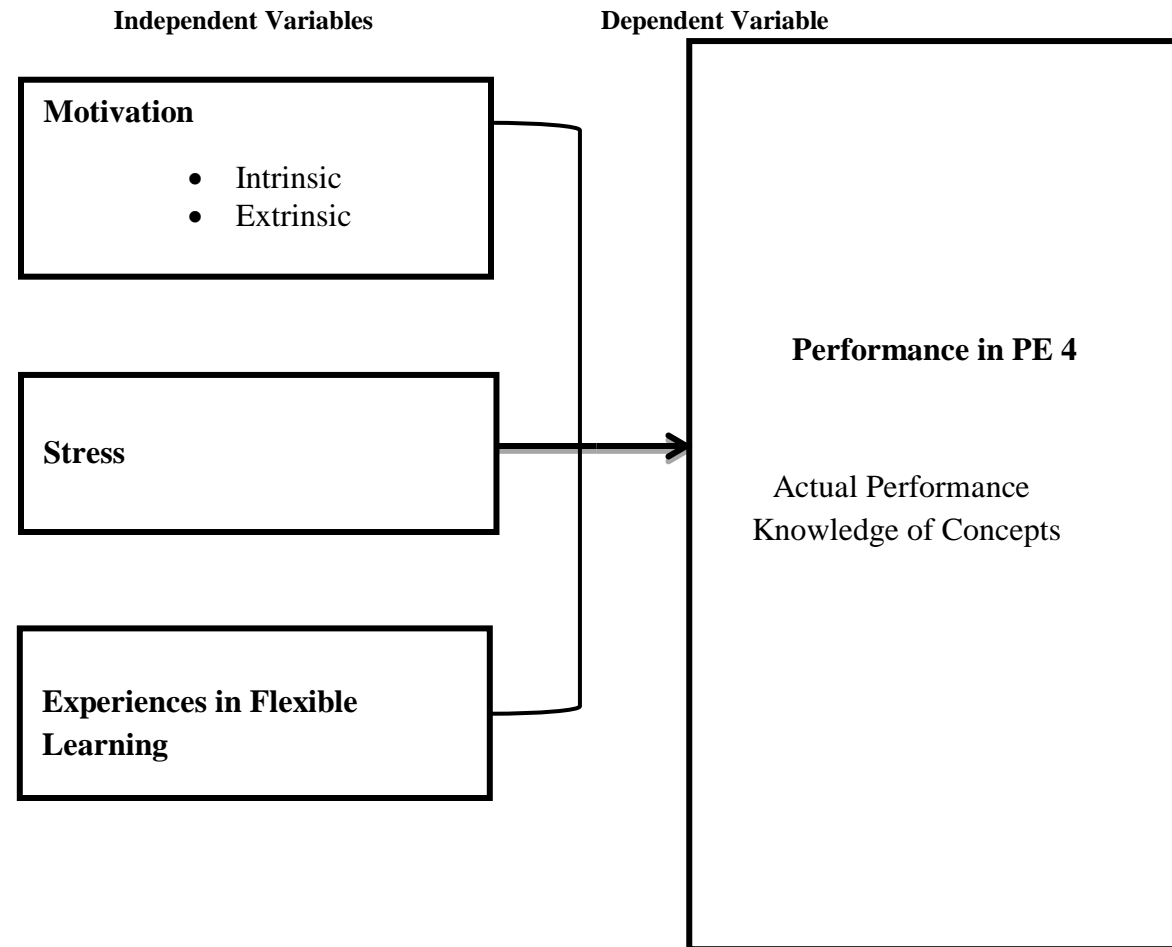
First is the student's ability. As suggested by Walberg, a student's ability can influence educational outcomes, for it shows the quality and skill of a student for being able to perform physically and mentally in school. A student's ability is a significant factor in the success in achieving good academic performance of a student. A student may have abilities such as thinking, perceiving, problem-solving, and remembering, which significantly contribute to their school achievement. Further, motivation has been shown to positively influence study strategy, academic performance, adjustment, and well-being in students in domains of education other than medical education (Vansteenkiste et al. 2005). Third, age and the stages of development influence educational outcomes. Fourth is the quantity of instruction that explains the amount of teaching on a student's achievement. It depends on the total hours spent in school, which does not significantly impact the student's outcomes unless the hours are unusually low or high. Fifth is the quality of instructions which refers to the use of teaching approaches in the classroom to provide individual learning needs of all students. Quality of education significantly impacts the student's academic achievement because it shows the level of the teaching skills of a teacher in teaching his students. Sixth is the classroom climate which includes the mood, attitude, standard, and tone that the students feel inside a classroom. An adverse classroom climate can feel out of control, while a positive classroom climate feels safe and supportive.

The seventh variable is the home environment; it refers to aspects of people's domestic lives that contribute to their living conditions. It provides not only the hereditary transmission of development of the child but also the environment in terms of interpersonal relationships and education status. Eighth is the peer group. A Peer group is a group of people with the same interest, age, and status. Most people agree that friends matter not just for personal

well-being but also for achieving goals in life. Peer group usually happens inside a classroom where you can find someone with the same interest and age. Each student influences his/her classmate. Lastly is the mass media. Mass media has evolved significantly over time. It played a significant role in enhancing a student's socialization and grade improvement.

With these disquisitions, we can distinguish how these identified key variables could affect specifically students' academic performance. It also means to appear that the primary factors may substitute for one another in diminishing rates of return: for example, immense quantities of time may be required for a moderate amount of learning to occur if finance, motivation, ability, or quality of instruction is minimal (Haertel et al., 1983, p.76). However, the study is delimited to the Motivation, Stress Level, and Experiences in Flexible Learning predictors of students' performance.

#### Schematic Presentation



#### Statement Of The Problem

The study's primary purpose was to prove that motivation, stress, and learning experiences of students in flexible learning influence students' performance in Physical Education. Specifically, this study answered the following questions:

1. What is the level of motivation of the participants in terms of:
  - 1.1 Intrinsic motivation, and
  - 1.2 Extrinsic motivation?
2. What is the level of stress of the participants in their online classes?
3. What is the extent of the learning experiences encountered by the participants under the Flexible Learning modality?
4. What is the level of Performance in Physical Education 4 among the participants?

5. Is there a significant relationship between the performance in PE 4 and
  - 5.1 motivation,
  - 5.2 Stress level,
  - 5.3and learning experiences?
6. Which of the variables best influences Physical Education 4 performance?

### Methodology:-

The researcher used the descriptive-correlational and causal research design. The study participants were students enrolled in PE-4 this second semester of SY 2021-2022. Presently, there are around 650 students enrolled in PE-4. The study utilized proportionate stratified random sampling in selecting the participants. Likewise, SLOVIN'S formula was used to determine the sample size of 250. To gather the needed data, the researcher utilized the adapted questionnaires from the studies of Van Reeth et al. (2000), Fowler (2007), and Cybinski&Selvanathan (2005). The questionnaires have a total of fifty (50) items wherein 15 items for motivation, 15 for stress, and 20 for Experiences in Flexible Learning. Moreover, students' midterm grades (combination of actual and written scores) in PE-4 will be used as an indicator of students' performance in PE-4. Specifically, the student's actual performance will be presented via a video showing the moves specified in the lessons during the term. A rubric will be used to grade the actual performance.

To ensure its validity, the researcher presented the questionnaires to three PE experts to conduct content validity on the items included in the questionnaires. Likewise, for reliability, the questionnaires underwent pilot testing in a group of 30 PE-4 students. The data collected were analyzed using Statistical software to determine the instrument's reliability. Those items with a correlation value of less than 0.3 were deleted for students' performance, the midterm grade of combined actual performance, and the written exam. The results of the reliability test showed that the questionnaire is reliable. However, from the original 52 items, only 47 items are retained; hence the corrected item-total correlation of 5 items did not reach 0.30.

### Scoring Procedure

<b>Motivation</b>		
4.21-5.00	Strongly Agree	Very High Motivation
3.41- 4.20	Agree	High Motivation
2.61- 3.40	Undecided	Moderately High Motivation
1.81 -2.60	Disagree	Low Motivation
1.00 -1.80	Strongly Disagree	Very Low Motivation

<b>Stress Level</b>		
4.21-5.00	Strongly Agree	Very High
3.41- 4.20	Agree	High
2.61- 3.40	Undecided	Moderately
1.81 -2.60	Disagree	Low
1.00 -1.80	Strongly Disagree	Low Motivation

### Performance

<b>Grade</b>	<b>Range</b>	<b>Description</b>
1.00	98.85-100	Excellent
1.10	97.66-98.84	
1.20	96.47-97.65	
1.30	95.28-96.46	Outstanding
1.40	94.09-95.27	
1.50	92.90-94.08	
1.60	91.71-92.89	Very Satisfactory
1.70	90.51-91.70	
1.80	89.31-90.50	
1.90	88.11-89.30	
2.00	86.91-88.10	

2.10	85.72-86.90	Satisfactory
2.20	84.53-85.71	
2.30	83.34-84.52	
2.40	82.15-83.33	
2.50	80.96-82.14	
2.60	79.77-80.95	Fair
2.70	78.58-79.76	
2.80	77.39-78.57	
2.90	76.20-77.38	
3.00	75.00-76.19	
5.00	Below 75	Failed

### Results And Discussion:-

The result of study is based on the results of the questionnaires and deals with a quantitative analysis of the data.

#### What is the level of motivation of the participants in terms of: Intrinsic motivation?

Indicators		Mean	SD	Description	Interpretation
1.	I find learning amidst the pandemic beneficial to me.	3.55	1.000	Agree	High Motivation
2.	I get excited during online sessions.	3.35	0.995	Undecided	Neutral Motivation
3.	I don't get bored during online sessions.	3.08	1.095	Undecided	Neutral Motivation
4.	I am confident that I can still do well in Flexible Learning sessions.	3.71	0.987	Agree	High Motivation
5.	I feel I am still in control of my Learning during Flexible Learning.	3.72	0.986	Agree	High Motivation
6.	I participate in our online sessions because it is part of my grades.	4.21	0.848	Agree	High Motivation
7.	I'm confident I can learn the basic concepts that are being taught.	3.99	0.807	Agree	High Motivation
<b>Overall Mean</b>		<b>3.67</b>	<b>0.96</b>	Agree	High Motivation
Legend: Scale	Range	Descriptor		Interpretation	
5	4.51 – 5.00	Strongly Agree		Very High Motivation	
4	3.51 – 4.50	Agree		High Motivation	
3	2.51 – 3.50	Undecided		Neutral Motivation	
2	1.51 – 2.50	Disagree		Moderate Motivation	
1	1.00 – 1.50	Strongly Disagree		Poor Motivation	

Table 1 shows the Mean and Standard Deviation of Participants' Level of Intrinsic Motivation. The overall mean for intrinsic motivation is HIGH, with a mean of 3.67 with an SD of .96. Specifically, indicators "I participate in our online sessions because it is part of my grades." "I'm confident I can learn the basic concepts being taught." Got the highest means with 4.11 and 3.99 respectively. However, "I don't get bored during online sessions" got the lowest of 3.08. Motivation is a predictor of academic performance (Dogan, 2017). Thus, motivation is essential in academic performance. Higher motivation also results in higher academic achievement (Kori et al., 2016). The students have HIGH intrinsic motivation amidst the new flexible learning modality.

#### 1. What is the level of motivation of the participants in terms of: Extrinsic motivation?

Indicators		Mean	SD	Description	Interpretation
<b>MOTIVATION</b>					
8	I must finish my assignments, modules, etc., before the deadline.	4.73	0.657	Strongly Agree	Very High Motivation
9	Flexible learning enables me to continue my studies amidst the pandemic.	4.14	0.872	Agree	High Motivation
4.	I want to get good grades after each semester.	4.78	0.595	Strongly	Very High

				Agree	Motivation
10.	I enjoy using Google meet, zoom, or any learning application.	3.57	0.979	Agree	High Motivation
11.	Being able to use online applications motivates me to learn.	3.56	1.012	Agree	High Motivation
12.	Seeing my classmates online is still an exciting thing for me.	3.37	1.115	Undecided	Neutral Motivation
13.	Getting a good grade is the most satisfying thing for me.	4.51	0.792	Strongly Agree	Very High Motivation
14.	I submit my modules because I will get them if I don't.	4.13	0.858	Agree	High Motivation
15.	I enjoy using Google meet, zoom, or any learning application.	3.57	0.979	Agree	High Motivation
	<b>Overall Mean</b>	<b>4.04</b>	<b>0.873</b>	<b>Strongly Agree</b>	<b>High Motivation</b>
<b>Legend:</b>					
<b>Scale</b>	<b>Range</b>	<b>Descriptor</b>	<b>Interpretation</b>		
5	4.51 – 5.00	Strongly Agree	Very High Motivation		
4	3.51 – 4.50	Agree	High Motivation		
3	2.51 – 3.50	Undecided	Neutral Motivation		
2	1.51 – 2.50	Disagree	Moderate Motivation		
1	1.00 – 1.50	Strongly Disagree	Poor Motivation		

Table 2 shows the level of extrinsic motivation of the participants. The extrinsic motivation of the participants was rated HIGH with a mean of 4.04 and SD of 0.873. This finding confirms the findings of Ayub (2010), showing that motivation improves the students' academic performance. Moreover, a Moreno et al. (2010) study revealed that the incremental group reported higher scores on the situational intrinsic motivation scale. During the pandemic and online classes, students do not get bored since the teacher still gives engaging activities during their sessions, Activities such as word puzzles and word games. Chat boxes are also available for students to communicate.

#### What is the participants' stress level in their online class?

Indicators	Mean	SD	Description	Interpretation	
<b>LEVEL OF STRESS</b>					
1.	I get stressed when I spend too much time answering and doing my modules, assignments, etc.	3.96	1.071	Agree	High
2.	I get stressed when I do not know how to answer my modules.	4.34	0.891	Agree	High
3.	Studying alone stresses me.	3.20	1.286	Undecided	Normal
4.	Having no load for my online sessions stresses me.	4.02	1.176	Agree	High
5.	I get stressed when I cannot listen well to the online discussion because my connectivity is intermittent.	4.45	0.890	Agree	High
6.	The noise around our house stresses me during online sessions.	4.19	1.028	Agree	High
7.	I get stressed when my teacher gives us a lot of tasks.	4.24	0.880	Agree	High
8.	Studying alone stresses me.	3.07	1.255	Undecided	Normal
9.	I cannot ask my classmates for help with my modules stresses me.	3.43	1.141	Undecided	Normal
10.	It is stressful to stay in the house all day long every day.	3.79	1.254	Agree	High
11.	I get stressed when I cannot log in immediately for online sessions because of poor connectivity.	4.45	0.830	Agree	High
12.	I get stressed whenever I go online for my classes.	3.24	1.077	Undecided	Normal
13.	I get stressed days before examinations.	4.14	0.969	Agree	High
14.	I get stressed when my teacher is very critical and strict about my performance in class.	4.12	0.956	Agree	High
15.	I do not have time to relax even if I study at home.	3.67	1.141	Agree	High

Overall Mean		3.89	1.056	Agree	High
Legend: Scale	Range	Descriptor	Interpretation		
5	4.51 – 5.00	Strongly Agree	Very High		
4	3.51 – 4.50	Agree	High		
3	2.51 – 3.50	Undecided	Normal		
2	1.51 – 2.50	Disagree	Low		
1	1.00 – 1.50	Strongly Disagree	Very Low		

Table 3 shows the Mean and Standard Deviation of Participants' Stress Levels in their Online Class. The table shows that items 5 and 11 got the highest mean with indicators. "When I cannot listen well to the online discussion because my connectivity is intermittent, I get stressed." "I get stressed when I cannot log in immediately for online sessions because of poor connectivity," respectively, with a mean of 4.45. It is followed by item #2, "I get stressed when I do not know how to answer my modules," with a mean of 4.34. However, the lowest mean is represented in item 8, "Studying alone stresses me," with a mean of 3.07. People mostly experience fear, sadness, numbness, insomnia, confusion, anger, post-traumatic stress symptoms, depressive symptoms, low mood, stress, emotional disturbance, irritability, and emotional exhaustion. Some of the evidence proves that Stress is overtaking every problem. International Technology and Education Journal Vol. 4, No. 2; December 2020). Hans Selye defines stress as "Stress is the nonspecific response of the body to any demand" (Fink, 2009)

Students' stress is HIGH, as shown in the table. However, even with the deadlines set, teachers have always extended the deadlines to give more time for students to comply. Yasmin et al. (2020) confirm that students may encounter stress in situations ranging from intimidating professors to unfamiliar classmates. Further, a student might only experience this feeling with a person for a limited time. For example, a student might dread seeing his/her roommate for the first time after an argument. However, the stress may disappear after the student resolves the issue. The findings in this current study are similar to Ayle et al. (2020) when a study in Ethiopia found that more than half of students had high levels of perceived stress during distance learning.

#### What is the extent of the learning experiences encountered by the participants under the Flexible Learning Modality?

Indicators	Mean	SD	Description	Interpretation	
<b>FLEXIBLE LEARNING EXPERIENCE</b>					
1.	I could get in touch with my teacher when necessary.	3.63	0.997	Agree	High
2.	My teacher used a friendly/ personal tone in feedback on my assessed task.	4.10	0.875	Agree	High
3.	I was satisfied with the support provided by my teacher in this Flexible Learning.	4.08	0.877	Agree	High
4.	For example, I provided sufficient opportunities to check my understanding of the module.	3.96	0.816	Agree	High
5.	The learning materials provided for asynchronous sessions were helpful.	4.15	0.868	Agree	High
6.	My teacher's feedback on the assessed task helped me to learn.	4.09	0.877	Agree	High
7.	The instructions on how to complete the assessed task were easy to follow.	4.04	0.869	Agree	High
8.	Collaborate with a classmate on an online document using Google docs or something similar.	3.94	0.924	Agree	High
9.	Resources I accessed through the online search engines and other applications helped me understand the module's core concepts.	4.10	0.847	Agree	High
10.	There was enough time in the study planner to prepare for the end-of-module assessment.	3.77	0.931	Agree	High

11.	The study workload on this module fit my circumstances.	3.69	0.916	Agree	High
12.	The learning materials provided in the module were helpful.	4.05	0.842	Agree	High
13.	I have control over my learning process.	3.89	0.886	Agree	High
14.	MY teacher ensures that we understand the lesson after each learning session.	4.18	0.871	Agree	High
15.	My teacher understands that I have limited connectivity.	4.07	0.950	Agree	High
16.	My classmates and I have enough time to do our assignments and module.	3.91	0.973	Agree	High
17.	My classmates and I have fun discussing our lessons via messenger and other apps online.	3.75	1.042	Agree	High
18.	I borrow gadgets from my family member during online sessions.	2.63	1.418	Undecided	Neutral
19.	My teacher always asks how we are.	3.95	0.966	Agree	High
20.	My online sessions are fun and exciting.	3.63	1.025	Agree	High
	<b>Overall Mean</b>	<b>3.88</b>	<b>0.939</b>	<b>Agree</b>	<b>High</b>
<b>Legend:</b>					
<b>Scale</b>	<b>Range</b>	<b>Descriptor</b>		<b>Interpretation</b>	
5	4.51 – 5.00	Strongly Agree		Very High	
4	3.51 – 4.50	Agree		High	
3	2.51 – 3.50	Undecided		Neutral	
2	1.51 – 2.50	Disagree		Low	
1	1.00 – 1.50	Strongly Disagree		Very Low	

Table 4 shows the Mean and Standard Deviation of Participant's Experiences of Flexible Learning Modality. The highest mean of 4.18 in item 14, "My teacher ensures that we understand the lesson after each learning session," is presented. It is also followed by the next highest in item 5, "The learning materials provided for asynchronous sessions were helpful," with a mean of 4.15. The lowest mean is, however, seen in item 18, "I borrow gadget from my family member during online sessions," with a mean of 2.63. This study confirms what the study Tulabing (2018) showed that learning experiences influence students' performance. Although studying during the pandemic gave quite a scare among students. After two years of online learning, the students have more or less adapted to the new modality. Also, the numerous applications available online for the students to use in online learning and the many teacher's resources might have given the learning experiences of the students a better one.

Educational authorities and schools should always provide a thorough guide and assistance for students experiencing technical problems with online learning platforms or other related tools. Early screening and detection could also assist schools and teachers in directing their efforts more effectively in helping students with low technology skills (Wilkinson et al., 2010). Similarly, Amir et al. (2020) discovered that students are satisfied with the learning modules they are accomplishing so long as there is discipline and understanding of the need to pursue learning.

#### What is the level of Performance in Physical Education 4 among the participants?

Range	F	Over-all Mean	SD	Interpretation
96.47-100	<b>11</b>	<b>90</b>	<b>3.40</b>	<b>Very Satisfactory</b>
92.90-96.46	<b>54</b>			
89.31-92.89	<b>108</b>			
82.15-89.30	<b>77</b>			
75.00-82.14	<b>0</b>			
Total	<b>250</b>			



Legend: Range	Descriptor
96.47-100	Excellent
91.71-96.46	Outstanding
89.31-92.89	Very Satisfactory
82.15-89.30	Satisfactory
75.00-82.14	Fair

Table 5 shows the Mean and Standard Deviation of Participants' Physical Education 4 Actual Performance. Overall, the mean of the Performance of PE students is AVERAGE with a mean of 3.04. Amidst the pandemic and the new learning modality, students did not have low grades. The teachers provided the students with preparatory activities, modules, and resources. Teachers gave enough time for students to comply with the tasks by giving extensions to deadlines. Artino (2007) contended that flexibility and learner-centeredness helped students to develop more self-regulatory skills to facilitate their academic success.

#### Is there a significant relationship between the performance in PE 4 and: motivation, stress level, and learning experience?

Variables	R	P-value	Interpretation
Motivation	.016	.802	Not Significant
Stress Level	.101	.111	Not Significant
Learning Experience	.700	.026	Significant

Table 6 presents the results of the Pearson R Correlation showing the Relationship between PE 4 performance and motivation, stress level, and learning Experience. As shown in the table, Motivation (P-value .082 > 0.05) and Stress level (P-value .111 > 0.05) have P-value greater than the alpha value of 0.05 which means that these variables have no significant relationship to PE 4 performance while learning experience (P=0.026 < 0.05) has a significant positive relationship to PE 4 performance. It means that when the students' learning experience increases, the PE 4 performance will also increase.

It also confirms the result of Tuss's (2020) study, which found that stress and motivation have no significant relationship with students' academic performance. At the same time, the study by Santillan (2021) found that the students had positive views of their learning experiences. Moreover, this finding implies that the professor in their class continuously provides encouragement, inspiration, and motivation to pursue their career regardless of the use of modular learning. Thus, they will have a better future. Allen, Rowan, & Singh (2020) lamented that the teacher provides guidance for students to advance their goals of finishing a career in college. It also confirms the importance of teachers' competence support and autonomy support in fostering students' motivational constructs and achievement outcomes in physical education (Gao, Podlog & Harrison, 2012; Coelho, 2012; Ward & Barret, 2002).

#### Which of the variables best influences Physical Education performance?

Predictors	Unstandardized Coefficient		Standard Coefficient	T	p	Interpretation
	B	SE B	$\beta$			
Intercept (Constant)	2.260	.663		3.409	.001	
Motivation	.318	.165	.172	1.931	0.55	.491
Stress Level	.285	.125	.149	2.274	0.24	.908
Learning experience	.401	.167	-.219	-2.406	.017	.473

**R = 0.18, R<sup>2</sup> = .033, P=0.00, F = 2.830**

Table 7 shows the Regression Analysis of PE 4 performance, motivation, stress level, and learning experience. As shown in the table, the R is 0.18, implying a weak positive relationship between the PE 4 performance and the predictors. The R<sup>2</sup> value of 0.33 indicates that the predictors only explained 3.3% of the variability of the PE 4 performance, and other factors contributed to the rest. On the other hand, the P-value of 0.00 implies a significant positive relationship between the predictors and the dependent variable. Furthermore, the results of the regression

analysis showed that motivation ( $P=0.55 > .05$ ) and stress ( $P=0.24 >0.05$ ) are not significant predictors of PE 4 performance. At the same time, learning experience ( $P=0.017 < 0.05$ ) is the variable that best influences PE 4 performance. Based on the B values, the regression equation model is  $Y= B + .401X_1$ . It means that one point increase in learning experience will have a corresponding increase of .401 in PE 4 performance.

Regarding motivation, studies conducted by Dogan (2017) and Fereidooni-moghadam et al. (2017) showed a significant positive relationship between motivation and academic performance contradicts the study's results. While a study by Çetin (2015) revealed that academic motivation does not correlate with academic performance, confirming the current study's findings. In the same way, several studies, such as those conducted by Kötter et al. (2017) and Crego et al. (2016), concluded that stress negatively correlates with academic performance. While in studies by Alyami et al. (2017) and Bello &Gumarao (2016), it was revealed that stress did not correlate with academic performance.

With the students' learning experiences, Sher (2009) studied that student-to-student and student-to-instructor interactions were significant contributors to student learning and satisfaction in an online learning environment. Furthermore, Yeboah (2016) found out that students indicated that the interactive nature of online learning provided them confidence and the opportunity to contribute to discussion posts. They described how online learning allowed them to express themselves without fear of embarrassment from peers and instructors who hardly understand their cultural frame of reference. It contributes to the overall experience of the students in learning.

### **Conclusions:-**

This research aimed to determine the motivation, stress, and performance level of PE 4 students. The study specifically looked into which among the variables best predicted the students' actual performance in PE4. Various related literature and studies have been examined during the writing of the paper.

Based on the study results, it can be concluded that the students' learning experiences correlate with their performance. Additionally, the regression analysis showed that motivation and stress levels now relate to students' performance in PE 4. The survey questionnaire showed that student-teacher interaction was one significant factor in the students' learning experience that contributed to their high performance in PE 4.

In terms of the student's actual performance, the study revealed that they have HIGH performance amidst the pandemic and the different learning modalities. Moreover, the study found out that although the stress level of the students was HIGH, their performance was still HIGH. It shows that the students' stress did not affect their performance in their PE classes; they still submitted and performed well.

### **Recommendations:-**

The researcher came up with the following recommendations:

1. The Physical EducationDepartment of LDCU may consider conducting activities to further enhance the students' motivation toward physical education.
2. The Guidance office of LDCU may conduct various activities that will lessen the stress problems encountered by the PE students.
3. The PE teachers are encouraged to modify their teaching techniques and strategies in handling the PE subjects to improve the students' learning experience.
4. PE Teachers are encouraged to focus on application/execution with Performance tasks and not solely on quizzes and written tasks. Since PE classes are "performance" based, it is considered that most activities are actual activities and performances.
5. This study can be replicated using another group of PE students who will enroll this coming year and will be exposed to the high flexible learning modality.

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