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Implementation of the Learning Modalities in Teaching Physical Education and Sports in the New Normal

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Joshua Givencci R. Adolfo, ORCID No. 0009-0006-9568-037X
Master of Arts in Education, Adamson University, 900 San Marcelino Street, Ermita, Manila, Philippines

Abstract

The COVID-19 pandemic introduced unprecedented challenges to global education systems, necessitating a rapid transition to alternative teaching modalities to sustain learning. This study investigates the implementation and efficacy of various learning modalities—flexible learning (synchronous and asynchronous), blended learning, and limited face-to-face instruction—in the context of physical education and sports during the new normal. Employing a descriptive-comparative research design, the study surveyed physical education instructors and students across ten (10) campuses of the University of Rizal System. Data collection was conducted using a validated and reliability-tested questionnaire. Findings indicated that blended learning was the most effective modality, combining the adaptability of online instruction with the interactive advantages of face-to-face engagement. Both teachers and students rated these modalities as highly effective, with blended learning achieving the highest evaluation for fostering autonomy and collaboration. Significant relationships were also identified between respondents' educational attainment and their perceptions of specific modalities. Challenges, such as limited technological integration and the need for targeted professional development, were noted. These findings emphasize the importance of continuous innovation in instructional methodologies to address the evolving demands of education, particularly in fostering holistic learner development in physical education and sports.

Keywords: learning modalities, flexible learning, blended learning, face-to-face instruction, physical education, new normal

INTRODUCTION

The COVID-19 pandemic, which began in Wuhan, China, in December 2019, triggered significant shifts in education systems globally. By March 2020, as cases surged in the Philippines, the government enacted an Enhanced Community Quarantine in Luzon, requiring educational institutions to rapidly adapt their methods of instruction to align with new health and safety protocols. This shift was particularly challenging in subjects like physical education and sports, which traditionally depend on in-person teaching for skill development and practical assessments. The shift highlighted issues in technology infrastructure and limited access to instructional resources tailored for virtual learning environments.

Research from Kalinga State University showed that students, though hindered by limited internet connectivity, a lack of resources, and an environment not fully suited to online learning, approached the adoption of blended learning with optimism and adaptability. Teachers faced a considerable challenge in restructuring curriculums and syllabi originally designed for in-person instruction to fit new learning methods, leading to increased workloads as they developed new materials for digital platforms, often without adequate training.

To address the ongoing demands of physical education and sports education, institutions adopted a range of learning modalities. The first is flexible learning, which includes both synchronous classes (conducted online in real-time) and asynchronous classes (using offline printed modules or multimedia files on storage devices), catering to students with limited internet access. The second is blended learning, which combines online and offline approaches; while lessons are conducted online, students complete offline activities through printed materials and pre-recorded videos. The third is

limited face-to-face learning, in which students are divided into two groups—one attends online classes while the other participates in small, in-person sessions to maintain social distancing. These methods provide a multifaceted approach to address the challenges posed by the pandemic, striving to maintain the engagement and quality of physical education courses. However, these adaptations highlight the ongoing issues of digital inequality and the need for more comprehensive support from institutions, including infrastructure upgrades, teacher training, and the development of suitable teaching materials. Collectively, these evolving strategies aim to support educational standards and student resilience in an unpredictable landscape.

This study aimed to determine the level of implementation of the different learning modalities used in teaching physical education and sports in the new normal. With this, the study adopted the Connectivism Learning Theory (Siemens & Downes, 2005). Connectivism starts when a person uses digital technology to address a problem. This might involve doing things like Googling a query, messaging a buddy, or looking up current social media posts. According to the Connectivism Learning Theory, using digital technology to solve an issue leads to a deeper comprehension of the subject at hand. Connectivism offers a framework to make sure the stakeholders have the resources to develop relationships with one another and foster a culture of continuous learning as more businesses adopt remote work and remote learning. George Siemens outlined his eight guiding principles while creating Connectivism Learning Theory, namely:

1. *Learning and Knowledge rest in a diversity of opinions.* Diverse viewpoints help us comprehend things better.
2. *Learning is a process of connecting.* Colleague interactions provide us access to fresh knowledge, viewpoints, and concepts that we may not otherwise have.
3. *Learning may reside in non-human appliances.* Digitally, learners may save materials in the form of a video, social media post or application. Similar to this, a group of learners may keep information in a forum or *database.*
4. *The capacity to know more is more critical than what is currently known.* As Siemens put it, "Our ability to learn what we may need tomorrow is more important than what we know today."
5. *Nurturing and maintaining connections is needed to facilitate continual learning.* People come together through collaborative social contact, which also creates a long-term learning environment.
6. *Ability to see connections between fields, ideas, and concepts is a core skill.* To go from point A to point B, we need to understand how to construct a bridge. That bridge itself present a fresh chance for learning.
7. *Accurate, up-to-date knowledge is the intent* of all Connectivist Learning. Our understanding is regularly updated and reinforced as we work together.
8. *Decision making itself a learning process.* What is known today could not be true tomorrow. If connectivism aims to provide current knowledge, then we must acknowledge that our understanding will need to change when new insight emerged. Connectivism techniques to improve LCD.

The researcher adopted this theory in evaluating the different learning modalities used by the different higher education institution during the new normal. The researcher used this theory also to solve a problem in the field of physical education during the new normal, whereas there are difficulties in the integration of this new normal learning modalities in the field of physical education and sports.

Statement of the Problem. This study aimed to determine the level of implementation of the different learning modalities used in teaching physical education and sports in the new normal. Specifically, the researcher sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of:
   1.1 Age;
   1.2 Sex;

1.3 Civil Status;
1.4 Highest Educational Attainment;
1.5 Training and Seminar attended in Flexible/ Blended/Limited Face to Face Learning; and,
1.6 Years in Teaching Physical Education and Sports?

2. What is the perceived level of implementation of the learning modalities in teaching Physical Education in terms of:
   2.1 Flexible Learning;
   2.2 Synchronous;
   2.3 Asynchronous;
   2.4 Blended Learning; and,
   2.5 Face to Face?

3. Is there a significant difference in the perceived level of implementation of the learning modalities in teaching Physical Education when the teacher-respondents' profile is taken as a test factor?

4. Is there a significant difference between the assessment of the teacher-respondents and student-respondents on the perceived level of implementation of the different learning modalities in teaching Physical Education?

5. What enhanced learning modality may be proposed?

LITERATURES

Impact of COVID-19 Pandemic on Education. The COVID-19 pandemic has significantly disrupted education systems worldwide, affecting nearly 1.6 billion learners across more than 200 countries (Pokhrel & Chhetri, 2021). This unprecedented situation accelerated the transition to online and hybrid learning models, compelling educators to adapt their pedagogical approaches to these formats. Recent studies in the Philippines have demonstrated the imperative for educators to enhance their digital competencies. The shift has impacted students' learning experiences, with 88% of participants in one study reporting that the pandemic affected their education (Hacisalihoglu, 2020). However, the crisis has also presented opportunities for innovation in teaching and assessment strategies, including increased use of digital learning tools (Pokhrel & Chhetri, 2021).

Pokhrel and Chhetri's (2021) study provide a comprehensive review of the impact of the COVID-19 pandemic on teaching and learning. They highlight how the pandemic has created the largest disruption of education systems in human history, affecting nearly 94% of the world's student population. The study emphasizes the need for innovative educational systems and assessment strategies to address the challenges posed by the pandemic. It also underscores the importance of digital learning as a means to continue education during times of crisis.

Hacisalihoglu's (2020) research focuses on the impact of the pandemic on education in the Philippines. The study reveals that 88% of participants reported that their education was affected by the pandemic. This highlights the significant challenges faced by students and educators in adapting to new learning environments. The findings underscore the need for support systems to help students navigate the transition to online and hybrid learning models.

Verde and Valero (2021) explore different teaching methodologies used during the pandemic, such as presence learning, blended learning, and distance education. Their study provides an overview of how these methodologies were implemented in Spanish universities and discusses the pros and cons of each approach. The research emphasizes the importance of adapting teaching methods to meet the needs of students in a rapidly changing educational landscape.

Sabando et al. (2024) examine the relationship between learning modalities and learning styles among special education students during the pandemic. The study highlights the need for flexible, blended approaches that cater to diverse student needs. It emphasizes the importance of understanding individual learning styles to create effective educational strategies that support all students, especially those with special needs.

Flexible Learning Modalities in Physical Education. Recent studies have explored flexible learning modalities in physical education (PE) during and beyond the COVID-19 pandemic. Blended and flexible teaching approaches have been widely adopted across Asian universities, with a strong correlation between teaching modality variables and instructional management (Siwa, 2024). The research demonstrates that these approaches enable educators to manage their instructional strategies effectively while accommodating diverse student needs. This adaptability is crucial in addressing the varied learning preferences and circumstances of students during and after the pandemic.

Students value flexibility, particularly in time management, which enhances their independence and resilience (Dimarucot et al., 2021). The study highlighted that flexible learning modalities empower students to take control of their learning schedules, allowing them to balance academic demands with other responsibilities. This flexibility fosters a sense of autonomy and self-discipline, which are essential skills for lifelong learning.

However, challenges persist, including technology access, student readiness, and assessment difficulties (Delas Peñas, 2022). The study pointed out that digital divide remains a significant barrier, with some students lacking reliable internet access and appropriate devices. Additionally, both students and educators face a steep learning curve in adapting to new technologies and online assessment methods, which can impact the overall effectiveness of flexible learning modalities.

The hyflex learning modality, allowing flexible class attendance, has emerged as a promising approach, promoting digital literacy and innovative pedagogical strategies among teachers (Mata & Marasigan, 2024), emphasizing that the hyflex model supports multiple modes of instruction. This enables students to choose between in-person and online participation. This approach not only accommodates different learning preferences but also prepares students and teachers to navigate a digital-first educational landscape.
To address these challenges and capitalize on opportunities, researchers have proposed interventions such as the PEFLEX PLUS teaching modality, which combines blended, flexible, and interactive modular approaches (Siwa, 2024). He suggests that the PEFLEX PLUS modality integrates various teaching methods to create a more dynamic and engaging learning environment. By incorporating elements of blended learning, synchronous and asynchronous activities, and modular coursework, this approach aims to enhance student engagement and learning outcomes, while also providing educators with the tools and strategies needed to effectively manage their instruction in the new normal.

Studies have also underscored the importance of personalized feedback, effective communication strategies, and the challenges related to content delivery in remote environments. Research in the Philippines, like the study by Serrano et al. (2022), underscores the necessity of teachers delivering precise, actionable feedback to enhance student performance in physical activities, particularly in asynchronous environments where students frequently operate autonomously. This outcome aligns with the teachers' significant emphasis on delivering feedback, as demonstrated in the analysis. Further, it highlights the need for improved interactive communication platforms, as many students feel isolated when they rely solely on impersonal written media for communication. This emphasizes that while textual communication can be beneficial, it often lacks the immediacy and engagement required to keep students connected to the course, particularly in a physical education context.

Research by Chen et al. (2021) in the United States found that students in physical education appreciated various assessment techniques, such as practical exams and creative projects, as these methods allowed for a comprehensive evaluation of their physical and cognitive skills. This corresponds with the students' inclination for varied assessment techniques, as indicated

in the analysis. Nevertheless, the same study observed that theoretical content, such as talks on cardiovascular endurance, was less effective when presented through digital modules, reflecting the lower assessment of such discussions by students in this analysis. Additionally, active, hands-on experiences in physical education can enhance students' learning, and presenting theoretical ideas solely in digital formats may hinder their interest. This shows how important it is to come up with new ways to make theoretical content more accessible and interesting.

Bond et al. (2023) report that Blended Learning enhances student engagement and satisfaction by offering a mix of synchronous and asynchronous activities, enabling students to personalize their learning experience while retaining the benefits of real-time interaction. This adaptability is essential in today's educational landscape, where learners have varied schedules and preferences. Blended Learning's slight advantage over fully synchronous or face-to-face methods reflects a shift towards more personalized and adaptive learning environments that foster autonomy and engagement (Bond et al., 2023).

Reyes et al. (2021) observed that appropriate feedback is crucial for student engagement and motivation in physical education contexts. Hodge et al. (2018) assert that collaborative learning methodologies in physical education can improve social skills and enrich students' comprehension of health-related issues. Their research demonstrates that incorporating collaborative activities in health education cultivates a feeling of community and accountability among students, which is especially vital in flexible learning environments. Smith and Smith's (2020) research reveal that effective communication about evaluation criteria significantly reduces student anxiety and enhances their performance. Their research indicates that when students comprehend their expectations, they are more inclined to participate actively in the learning process. The diminished assessment of progress reports indicates a substantial deficiency in communicating with parents and children concerning academic performance. This indicates that schools may need to implement more proactive ways to keep parents informed. Alonzo and Kim (2021) assert that regular contact with parents about students' progress enhances academic performance and fosters parental engagement in education, hence enhancing students' overall success.

The recent studies provide valuable insights into the implementation of various learning modalities in teaching Physical Education and Sports in the new normal. The exploration of flexible, blended, and face-to-face learning approaches reflects the perceptions of teachers and students, emphasizing the need for flexibility, time management, and technological competence (Siwa, 2024; Dimarucot et al., 2021). These modalities have been widely adopted to cater to diverse learning styles and preferences, addressing the challenges of technology access, student readiness, and assessment difficulties (Delas Peñas, 2022; Serrano et al., 2022). The necessity of personalized feedback and effective communication strategies is critical in enhancing student performance, particularly in asynchronous and remote environments (Serrano et al., 2022; Chen et al., 2021).

Furthermore, the importance of innovative teaching approaches and the integration of digital literacy is evident in fostering student engagement and motivation (Bond et al., 2023; Mata & Marasigan, 2024). The studies also highlight the role of professional development in equipping educators with the skills to adopt new trends and technologies, ultimately improving the quality of Physical Education instruction (Santillan et al., 2023). The findings underscore the significance of a holistic approach that combines structured, interactive, and flexible learning modalities, ensuring a comprehensive and effective educational experience in the new normal.

Evaluation of Student Performance Using Different Learning Modalities. Baan et al. (2023) contend that performance evaluations are essential for precisely evaluating student

capabilities and fostering skill enhancement. The reduced focus on remaining informed about advancements in physical education suggests a possible deficiency in professional growth. Santillan et al. (2023) conducted research that highlights the importance of ongoing professional development for educators to adapt to new trends and technology in education. Their study emphasizes that teachers who participate in ongoing training are more adept at employing creative teaching methods, potentially improving the overall quality of physical education instruction. This disparity may impede educators' capacity to implement innovative approaches and technologies that could enhance teaching efficacy and student involvement.

Sutherland et al. (2022) emphasized tailoring instruction to individual learning styles and capabilities is crucial for boosting student engagement and motivation within physical education environments. The study demonstrated that tailoring instruction to individual learning styles and capabilities encourages students to actively engage and invest in their education. However, a more measured assessment of technology's application in lesson delivery suggests that despite its employment, obstacles to its integration may still exist.

The studies by Baan et al. (2023), Santillan et al. (2023), Sutherland et al. (2022), and Alonzo et al. (2024) collectively underscore the importance of performance evaluations, ongoing professional development, tailored instruction, and learner autonomy in the implementation of different learning modalities in teaching Physical Education and Sports in the new normal. Teachers' and students' perceptions of flexible learning, blended learning, and face-to-face class learning highlight the need for precise evaluations to enhance student capabilities and skill development. Santillan et al. (2023) emphasize the critical role of continuous professional development in enabling educators to adapt to new trends and technologies, thereby improving instructional quality and student involvement.

The importance of tailoring instruction to individual learning styles, as highlighted by Sutherland et al. (2022), aligns with the necessity of fostering student engagement and motivation within physical education environments. However, challenges in technology integration suggest that despite its usage, barriers still exist that need to be addressed for effective implementation. Alonzo et al. (2024) further support the idea that learners increasingly desire control over their educational experiences, advocating for adaptable choices such as project-based assessments and self-paced learning modules, which cater to individual needs and foster a sense of ownership in their educational journey. These findings collectively reinforce the significance of addressing professional growth, personalized instruction, and flexible learning options to optimize the implementation of different learning modalities in teaching Physical Education and Sports, ultimately enhancing both teaching efficacy and student engagement in the new normal.

These studies highlight the importance of continuous professional development and tailored instructional methods in successfully implementing different learning modalities in teaching Physical Education and Sports in the new normal. By addressing the challenges and opportunities presented by flexible learning, blended learning, and face-to-face class learning, educators can enhance their teaching efficacy and foster greater student engagement. Teachers and students alike recognize the need for precise performance evaluations and the adaptation of new technologies and innovative teaching approaches to meet diverse learning styles and needs (Santillan et al., 2023; Sutherland et al., 2022).

The findings emphasize the significance of ongoing training for educators to stay updated with advancements in educational practices and digital competencies, ultimately contributing to the overall quality of Physical Education instruction (Baan et al., 2023; Santillan et al., 2023). By offering adaptable learning choices, such as project-based assessments and self-paced modules, educators can cater to

individual student preferences and promote a sense of ownership in their educational journey (Alonzo et al., 2024). These insights collectively reinforce the value of professional growth, personalized instruction, and flexible learning options in optimizing the implementation of different learning modalities, thereby enhancing student engagement and learning outcomes in the evolving educational landscape of Physical Education and Sports in the new normal.

Perceptions on Learning Modalities in Physical Education. Recent studies have explored various learning modalities in physical education (PE) amid technological advancements and the COVID-19 pandemic. Blended learning in badminton training, as examined by Chau and Nguyen (2020), showed positive student perceptions and performance impacts. Their study revealed that students appreciated the blend of online instructional videos and in-person practice sessions, which allowed for flexibility and reinforced learning through repeated access to digital resources. This approach also facilitated individualized feedback and self-paced learning, leading to improved performance and higher student satisfaction. However, high school PE teachers reported challenges with blended learning, including increased workload, reduced social interactions, and lower student motivation and physical activity levels, as noted by Lopez-Fernandez et al. (2021). Their research highlighted that teacher found it difficult to balance the demands of creating and delivering both online and in-person content. Additionally, the lack of face-to-face interactions and physical presence reduced the opportunities for immediate feedback and engagement, which are crucial in physical education. This often resulted in diminished student motivation and lower levels of physical activity, posing significant challenges in maintaining the efficacy of PE programs.

In response to pandemic-related disruptions, universities in Asia have adopted innovative teaching strategies, incorporating digital technology to enhance instructional management and teaching modalities (Siwa, 2024). His study emphasized the role of digital tools in facilitating remote learning, improving communication between teachers and students, and providing diverse educational resources. These technological advancements have enabled universities to maintain instructional continuity and adapt to the evolving educational landscape. The PEFLEX PLUS teaching modality was developed to address concerns and strengthen best practices by combining blended, flexible, and interactive modular approaches in a single teaching session (Siwa, 2024). This innovative modality integrates various instructional strategies to create a dynamic and engaging learning environment. By incorporating elements of synchronous and asynchronous learning, interactive modules, and flexible scheduling, PEFLEX PLUS aims to cater to diverse learning preferences and enhance student engagement. The comprehensive approach not only addresses the challenges posed by the pandemic but also promotes best practices in instructional design, ensuring a more effective and resilient educational experience in physical education.

A study by AlSadi et al. (2022) indicated that teachers and students frequently expressed comparable levels of satisfaction with online learning experiences, emphasizing the need for interactive components and instructional clarity, irrespective of the utilized modality. This suggests that the basic parts of good teaching may be the same no matter what method is used. In the Philippine context, the Department of Education's (2023) learning continuity plan during the pandemic highlighted a combination of several learning modalities to address the varying needs of learners. Research conducted by Soriano and Bañez (2022) demonstrated that Filipino instructors and students predominantly viewed blended learning favorably, acknowledging its flexibility and capacity to cater to diverse learning styles. Khalil et al. (2020) conducted research on the attitudes of students and instructors towards blended learning in higher education, finding that both cohorts valued the flexibility it provided during the shift to online education.

The insights from these studies are highly relevant to the implementation of various

learning modalities in teaching Physical Education and Sports in the new normal, as they reflect the perceptions of teachers and students on flexible, blended, and face-to-face learning approaches. The positive outcomes of blended learning in badminton training, despite the challenges reported by high school PE teachers, emphasize the importance of balancing digital and physical interactions to enhance student engagement and performance (Chau & Nguyen, 2020; Lopez-Fernandez et al., 2021). The adoption of innovative teaching strategies in Asian universities highlights the effectiveness of incorporating digital technology to improve instructional management and cater to diverse learning styles (Siwa, 2024). The development of the PEFLEX PLUS teaching modality addresses the need for flexible and interactive approaches, ensuring that both teachers and students can adapt to various learning environments (Siwa, 2024). Additionally, the comparable levels of satisfaction with online learning experiences reported by teachers and students underscore the significance of interactive components and instructional clarity in any learning modality (AlSadi et al., 2022).

The Department of Education's learning continuity plan and the favorable view of blended learning among Filipino instructors and students further support the implementation of diverse learning modalities to meet the varying needs of learners, fostering flexibility and adaptability in Physical Education and Sports instruction during the new normal (Soriano & Bañez, 2022; Khalil et al., 2020). These findings collectively underscore the necessity of employing a combination of flexible, blended, and face-to-face learning approaches to optimize teaching efficacy and student engagement in Physical Education and Sports.

Demographics and Learning Modalities. Nunez et al. (2023) noted that age and gender often have a minimal impact on educational outcomes, particularly in physical education settings that require adaptable instructional approaches to meet diverse learner needs. Moreover, Hattie's (2022) research validates that the effectiveness of pedagogical strategies often outweighs demographic considerations, emphasizing that the quality of instruction plays a crucial role in shaping student engagement and achievement.

The impact of educational achievement on learning preferences underscores a significant aspect of learner engagement. Individuals with advanced educational qualifications showed a clear preference for in-person learning methods, whereas those with bachelor's and master's degrees leaned towards flexible and hybrid learning approaches. This trend corroborates the findings of Oliva et al. (2022), which highlighted that higher education levels frequently align with a preference for direct and immersive learning experiences. Advanced educational achievement generally enhances critical thinking abilities, prompting individuals to appreciate interactions that promote profound comprehension and involvement. This finding is consistent with Udo et al.'s (2023) study, which revealed that graduate students favored traditional teaching methods due to their perceived efficacy in understanding complex subjects.

Rojas et al. (2022) proposed that specialized training improves learners' appreciation for face-to-face interactions, facilitating enhanced engagement with the content and collaboration with peers. Exposure to structured learning contexts, such as workshops and seminars, enhances the educational experience and influences modality choices. Furthermore, Tseng et al. (2023) emphasize that ongoing professional development opportunities enhance teachers' and students' understanding of effective educational approaches, hence augmenting the value of face-to-face encounters.

According to Alshammari et al. (2023), this may involve integrating technology into pedagogical practices, providing innovative methods to engage students who may prefer diverse learning modalities. This integration supports various learning styles and prepares students for contemporary educational settings, where blended learning situations are increasingly common.

These findings highlight the importance of considering demographic factors, educational achievements, and professional development in the implementation of various learning modalities in teaching Physical Education and Sports in the new normal. The minimal impact of age and gender on educational outcomes, as noted by Nunez et al. (2023) and Hattie (2022), suggests that the focus should be on the quality of instruction and adaptable teaching strategies to meet diverse learner needs. The preference for different learning modalities based on educational achievement, as indicated by Oliva et al. (2022) and Udo et al. (2023), emphasizes the need for flexible and hybrid approaches that cater to both advanced and foundational learners.

Additionally, the role of specialized training in enhancing engagement and collaboration, as proposed by Rojas et al. (2022) and Tseng et al. (2023), underscores the value of ongoing professional development in improving teaching efficacy and student involvement. Integrating technology into pedagogical practices, as suggested by Alshammari et al. (2023), further supports the adoption of blended learning environments that accommodate various learning styles and prepare students for contemporary educational settings. These insights collectively reinforce the necessity of implementing flexible, blended, and face-to-face learning modalities to optimize the teaching and learning experiences in Physical Education and Sports, ensuring both educators and students can adapt to the evolving educational landscape.

METHODS

Research Design. In this study, the descriptive comparative research design was employed to provide detailed and systematic information about the different teaching modalities used in teaching Physical Education during the new normal in selected Colleges and Universities in Rizal Province. This research design was chosen to capture the nuanced differences and similarities in the implementation and effectiveness of various learning modalities, such as flexible learning, blended learning, and face-to-face classes. By utilizing a descriptive comparative approach, the study aimed to describe and compare the profile variables, including age, sex, civil status, and educational attainment, in relation to the teaching modalities.

The descriptive aspect of the research design focuses on providing an accurate portrayal of the current state of teaching Physical Education under different modalities. It involves collecting data through surveys, observations, and interviews to understand the experiences and perceptions of both teachers and students. The comparative component involves analyzing the collected data to identify patterns, trends, and significant differences among the various teaching modalities. This analysis helps in understanding how different demographic factors and educational backgrounds influence the adoption and effectiveness of each modality. Furthermore, the study aims to highlight the strengths and challenges associated with each teaching modality. By examining factors such as student engagement, instructional management, technology integration, and assessment methods, the research provides valuable insights into how each modality can be optimized to enhance the teaching and learning experience in Physical Education. Ultimately, this descriptive comparative research design serves as a comprehensive framework for evaluating the implementation of learning modalities in the new normal, guiding educators and policymakers in making informed decisions to improve educational practices in Physical Education.

Population and Sampling. Employing purposive sampling technique, a total of 38 teacher respondents, out of the 50 Physical Education instructors from the ten (10) campuses of the University of Rizal System during the academic year 2023-2024, were included in the study based on their availability and submission of complete responses. Likewise, 375 students from the ten (10) campuses of the University of Rizal System participated in the survey. As the study is focused on the teacher respondents, data from the students were only used to validate the responses of the teachers.

Instrumentation. This study utilized a researcher-made survey questionnaire. The researcher considered different review of related literature including other studies, journals, and publications to construct the questionnaire that focused on the different methodologies in teaching Physical Education including flexible learning, blended learning, and limited face to face.

The researcher created items in the questionnaire guided by the related literature in teaching modalities that were used by Physical Education teachers. The researcher sought assistance from the adviser, statistician and 3 experts in the same field of specialization to validate the content, format, and technicalities of the self-made questionnaire. The researcher incorporated all the comments and suggestions to improve and secure the validity of the instrument. The researcher-made survey questionnaire underwent a dry run or pilot testing among 30 respondents from Adamson University that have the same implementing criteria in the study and were not included in the list of participants in the study. The data was treated using Cronbach Alpha with the help of a statistician.

Data Gathering Procedure. The researcher obtained written approval from the University President of the University of Rizal System. Once the approval was granted, the researcher forwarded the permission letter to the Coordinator of Physical Education and Sports to facilitate communication with the instructors and students.

Data were gathered using a three-part questionnaire, including respondent profiles and open-ended interview questions for clarification. Respondents were informed of all procedures, which were thoroughly explained and mutually agreed upon. The researcher ensured that participants spent no more than 30 minutes completing questionnaires and follow-up questions. The researcher distributed the questionnaire via google form to secure the safety of both parties. The researcher organized the collected data using Microsoft Excel and analyzed it with the aid of an evaluation version of the Statistical Package for the Social Sciences (SPSS).

Various statistical tools were employed to ensure a systematic and accurate analysis of the data. For the profile of respondents, frequency distribution was utilized to categorize and summarize observations systematically based on socio-demographic variables. Additionally, percentages were computed to determine the proportion of each category in relation to the overall respondent profile. For the assessment of teaching modalities, weighted means were calculated to determine the average scores of responses related to the implementation of sports management programs and sports operations. This combination of tools allowed for a thorough and comprehensive evaluation of the data, which ensured that the findings aligned with the study's objectives.

Data Analysis. Microsoft Excel and the SPSS were utilized to analyze the data collected in this study. Frequency counts and percentages were applied to summarize the respondents' demographic profiles, while Cronbach's Alpha was used to assess the reliability of the research instrument. To evaluate respondents' competence in media and information literacy, the weighted mean was computed using a Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Additionally, Pearson's r was employed to examine the correlation between respondents' profiles and their competence in media and information literacy.

RESULTS

Profile of the Teacher-Respondents. Table 1 reveals that majority of the respondent teachers are between 25 to 30 years old, comprising 81.6% of the respondents. A smaller percentage falls within the 31 to 35 age group at 5.3%, while only 2.6% belong to the 36 to 40 age range. Meanwhile, 10.5% of the teachers are 41 years old and above, indicating that most of the respondents are relatively young. This aligns with Nunez et al. (2023) and Hattie (2022), who noted that age has minimal impact on educational outcomes, emphasizing the

significance of the quality of instruction rather than demographic factors.

Table 1
Frequency and Percentage Distribution of the Teacher Respondents According to Age, Sex, Civil Status and Highest Educational Attainment

Teachers' Profile	Frequency	Percentage (%)
Age:		
25 – 30 years old	31	81.6
31 – 35 years old	2	5.3
36 – 40 years old	1	2.6
41 years old and above	4	10.5
Sex:		
Male	17	44.7
Female	21	55.3
Civil Status:		
Single	34	89.5
Married	4	10.5
Highest Educational Attainment:		
Bachelor's Degree	7	18.4
With Units in Master's degree	20	52.6
Master's Degree	4	10.5
With Units in Doctorate Degree	4	10.5
Doctorate Degree	3	8.0
Total	38	100

In terms of sex distribution, there are slightly more female teachers, making up 55.3% of the total respondents, while males account for 44.7%. This suggests that the teaching profession in the study is slightly dominated by women, reflecting the broader trend in the teaching profession, where females are often more represented (Soriano & Banez, 2022).

Regarding civil status, an overwhelming majority of the respondents, 89.5%, are single, whereas only 10.5% are married. This could imply that most teachers in the study are in the early stages of their careers and have not yet settled into marriage, relating to the findings by Pokhrel & Chhetri (2021) on the demographic characteristics of early-career educators.

For educational attainment, more than half of the respondents, 52.6%, have earned units in a master's degree, while 18.4% hold only a bachelor's degree. A smaller percentage, 10.5%, have completed a master's degree, and another 10.5% have pursued doctoral studies but have not yet earned the degree. Meanwhile, 8.0% of the respondents have completed a doctorate degree. These findings suggest that most teachers are actively pursuing higher education, with a significant number working toward advanced degrees to enhance their qualifications. This aligns with Santillan et al. (2023), who emphasize the importance of ongoing professional development for educators to stay updated with new trends and technologies.

Perceived Level of Implementation of the Learning Modalities in Teaching Physical Education. Table 2 reveals that both educators and students positively perceive synchronous flexible learning in physical education, particularly in developing health-enhancing movement skills, yet challenges remain in technological integration. Educators expressed confidence in teaching exercises that promote physical fitness, aligning with Cueto et al. (2023), who found that students felt assured in their health education foundation but lacked trust in videoconferencing technology, highlighting a need for improved digital competency among instructors. Students valued the role of physical education in enhancing body awareness, strength, flexibility, and coordination, reflecting Dwyer et al. (2022), who emphasized that effective physical education programs contribute to both physical and psychological well-being. However, students placed less emphasis on the psychological benefits of physical activity, such as self-esteem and respect for others, indicating a gap in holistic education.

Table 2
Mean Distribution of the Learning Modalities in Teaching Physical Education and Sports in the New Normal in terms of Flexible Learning (Synchronous)

Domain	Overall Mean	Verbal Description
Teacher's Response	3.58	Strongly Agree
Student's Response	3.53	Strongly Agree
Average	3.56	Strongly Agree

The Department of Education in the Philippines has initiated training programs to equip educators with digital skills necessary for creating engaging online learning experiences, reinforcing the importance of continuous professional development (Cueto et al., 2023). This aligns with the connectivist framework, which highlights the significance of networked

learning environments, demonstrating that while educators effectively deliver content, their limited confidence in videoconferencing impedes fully interactive learning experiences. Strengthening teachers' technological proficiency is crucial to fostering a more engaging and holistic approach to physical education that supports both physical and emotional growth (Dwyer et al., 2022). Ultimately, integrating comprehensive training programs and a holistic teaching approach will prepare students to navigate modern challenges, ensuring their overall development and well-being.

Table 3 indicated that both educators and students hold favorable views on flexible learning in physical education, with an emphasis on personalized feedback and diverse assessment methods. Instructors highly value providing individualized feedback to enhance students' physical skills in asynchronous settings, aligning with Serrano et al. (2022), who emphasize that targeted feedback is essential for student performance in remote learning.

Table 3
Mean Distribution of the Learning Modalities in Teaching Physical Education and Sports in the New Normal in terms of Flexible Learning (Asynchronous)

Domain	Overall Mean	Verbal Description
Teacher's Response	3.57	Strongly Agree
Student's Response	3.48	Strongly Agree
Average	3.53	Strongly Agree

However, written communication methods such as emails and letters received lower ratings, suggesting a need for more engaging and immediate communication platforms to maintain student connectivity. Students, on the other hand, strongly favored varied assessment techniques in synchronous learning, such as oral, written, and practical exams, which aligns with Chen et al. (2021), who found that diverse assessments provide a more comprehensive evaluation of both physical and cognitive skills. However, discussions on cardiovascular endurance delivered through digital modules received the lowest rating, reinforcing concerns about the effectiveness of theoretical content in digital formats, as also noted by Chen et al. (2021).

These findings highlight the challenge of balancing practical skill instruction with theoretical knowledge while ensuring student engagement. Connectivism theory further supports this analysis, emphasizing that knowledge is acquired through interconnected networks and interactions, which explains the high value placed on feedback and assessment while underscoring the need for more interactive and dynamic communication methods (Serrano et al., 2022). To strengthen flexible learning in physical education, enhancing real-time discussions and peer interactions could bridge gaps in communication, ensuring a more engaged and interconnected learning experience.

Table 4
Mean Distribution of the Learning Modalities in Teaching Physical Education and Sports in the New Normal in terms of Flexible Learning (Blended)

Domain	Overall Mean	Verbal Description
Teacher's Response	3.63	Strongly Agree
Student's Response	3.55	Strongly Agree
Average	3.59	Strongly Agree

Table 4 highlighted that both respondents and students strongly support flexible learning, particularly in physical education and sports, with teachers rating it at 3.63 and students at 3.55, indicating a positive reception of blended learning despite some variations in preference. The emphasis on performance assessments in limited face-to-face classes underscores a commitment to competency-based education, aligning with Baan et al. (2023), who stress the importance of evaluations in skill development. However, a lower rating for staying updated on educational innovations suggests a gap in professional growth, which Santillan et al. (2023) argue is crucial for adopting new teaching methodologies and technologies. Students highly valued innovative teaching approaches tailored to their skills, supporting

Sutherland et al. (2022), who highlight the role of individualized instruction in fostering engagement and motivation.

The moderate rating of technology integration suggests barriers such as resource limitations or insufficient training, emphasizing the need for enhanced support. Furthermore, the preference for asynchronous learning over blended formats suggests that students appreciate the autonomy it provides, a trend supported by Alonzo et al. (2024), who found that flexible learning fosters student ownership of education.

These findings align with connectivism, which emphasizes the role of social and technical networks in learning, as seen in the integration of digital tools and collaborative assessment methods. While flexible learning is largely effective, addressing gaps in professional development and technology integration could further enhance the quality of physical education, fostering adaptability and continuous learning in an evolving educational landscape.

Table 5
Mean Distribution of the Learning Modalities in Teaching Physical Education and Sports in the New Normal in terms of Flexible Learning (Face-to-Face Classes)

Domain	Overall Mean	Verbal Description
Teacher's Response	3.59	Strongly Agree
Student's Response	3.53	Strongly Agree
Average	3.56	Strongly Agree

Table 5 reveals that both respondents and students strongly agree on the effectiveness of face-to-face learning in physical education and sports, with teachers rating it at 3.59 and students at 3.53, highlighting the importance of consistent feedback and physical activity demonstrations. The results emphasize the critical role of communication in education, as students highly rated clear assessment measures but identified meal planning collaboration as an area needing improvement, reflecting a missed opportunity for fostering teamwork in health education (Hodge et al., 2018). The need for educators to clarify assessment expectations aligns with Smith and Smith's (2020) assertion that understanding evaluation criteria reduces student anxiety and enhances performance. Additionally, the lower rating of progress reports underscores the necessity for improved communication with parents, supporting Alonzo and Kim's (2021) finding that regular parental engagement positively influences academic success.

These results reinforce Reyes et al. (2021) who noted that timely feedback is essential for student motivation in physical education. The study also aligns with connectivism, which emphasizes knowledge acquisition through networks and collaboration, as demonstrated by the significance of interpersonal interactions in learning. The need to improve joint initiatives, such as meal planning, reflects the connectivist principle that social learning enhances comprehension and engagement. Ultimately, strengthening communication and collaboration in physical education can lead to a more holistic and effective learning experience.

Table 6
Summary of Learning Modalities in Teaching Physical Education and Sports in the New Normal

Learning Modalities	Responses	Overall Mean	Verbal Description
Flexible Learning (Synchronous)	Teacher's Response	3.58	Strongly Agree
	Student's Response	3.53	Strongly Agree
Flexible Learning (Asynchronous)	Teacher's Response	3.57	Strongly Agree
	Student's Response	3.48	Strongly Agree
Blended Learning	Teacher's Response	3.63	Strongly Agree
	Student's Response	3.55	Strongly Agree
Limited Face-to-Face Classes	Teacher's Response	3.59	Strongly Agree
	Student's Response	3.53	Strongly Agree
Average	Teacher's Response	3.59	Strongly Agree
	Student's Response	3.52	Strongly Agree

The findings indicate that Blended Learning is the most favorable modality for teaching Physical Education and Sports during the New Normal, as it effectively balances online flexibility with in-person engagement to meet diverse learner needs. Both teachers and students strongly agreed on the effectiveness of the learning modalities, with teachers rating them at an average of 3.59 and students at 3.52, suggesting that these methods successfully facilitated engagement and instructional objectives despite the challenges of remote and hybrid learning. Blended Learning's ability to

provide structure and social interaction likely contributes to its strong preference, aligning with Bond et al. (2023), who found that this modality enhances student engagement and satisfaction through a mix of synchronous and asynchronous activities, fostering autonomy and adaptability.

While Flexible Learning (Synchronous) was also rated highly due to its real-time interactions and immediate feedback, its fixed schedule may have been a limitation for some learners. Additionally, Limited Face-to-Face Learning was valued for its role in hands-on, collaborative, and experiential learning, reinforcing the continued relevance of in-person education even as online and hybrid models gain prominence. Ultimately, the slight advantage of Blended Learning over other modalities highlights its effectiveness in combining structured, interactive benefits with the accessibility and flexibility of digital learning formats (Bond et al., 2023).

Difference in the Perceived Level of Implementation of the Learning Modalities in Teaching Physical Education when Teacher-Respondents' Profile is Taken as a Test Factor. Table 7 indicated no significant differences in learning modality preferences based on age, sex, or civil status, suggesting that these demographic factors do not heavily influence how individuals engage with various learning formats (Nunez et al., 2023; Hattie, 2022). However, significant differences were observed in relation to educational attainment and training experiences. Respondents with higher educational qualifications preferred face-to-face learning, while those with bachelor's and master's degrees leaned toward flexible and hybrid learning approaches (Oliva et al., 2022; Udo et al., 2023). Similarly, individuals who attended specialized training or seminars exhibited a stronger preference for in-person learning, emphasizing the value of direct engagement and structured educational experiences (Rojas et al., 2022; Tseng et al., 2023).

Table 7

Test of Difference Between the Profile of the Respondents and the Different Learning Modalities in Teaching Physical Education

Variable	Learning Modality	F-Value	Significance
Age	Flexible Learning (Synchronous)	2.04	0.564
	Flexible Learning (Asynchronous)	1.402	0.705
	Blended Learning Modality	2.365	0.5
	Face-to-Face Learning Modality	2.093	0.553
Sex	Flexible Learning (Synchronous)	2.172	0.141
	Flexible Learning (Asynchronous)	0.981	0.345
	Blended Learning Modality	0.181	0.671
	Face-to-Face Learning Modality	1.277	0.258
Civil Status	Flexible Learning (Synchronous)	0.282	0.596
	Flexible Learning (Asynchronous)	0.103	0.748
	Blended Learning Modality	0.544	0.461
	Face-to-Face Learning Modality	0.363	0.547
Highest Educational Attainment	Flexible Learning (Synchronous)	11.33	0.023
	Flexible Learning (Asynchronous)	12.783	0.012
	Blended Learning Modality	8.491	0.075
	Face-to-Face Learning Modality	11.037	0.026
Training / Seminars Attended	Flexible Learning (Synchronous)	1.583	0.453
	Flexible Learning (Asynchronous)	5.555	0.62
	Blended Learning Modality	4.979	0.083
	Face-to-Face Learning Modality	7.443	0.024

These results align with studies highlighting the role of professional development and higher education in shaping learning preferences. The study also supports the principles of connectivism, which emphasize the importance of networks and social connections in learning (Siemens, 2005). Higher education levels and training experiences often expand access to diverse knowledge sources, reinforcing engagement in both face-to-face and blended learning settings. Additionally, individuals with specialized training showed a preference for in-person learning, aligning with the connectivist perspective that collaborative learning networks enhance engagement and comprehension (Alshammari et al., 2023).

Difference between the Assessment of Teacher-Respondents and Student-Respondents on the Perceived Level of Implementation of the Different Learning Modalities in Teaching Physical Education. The findings on Table 8 reveal no significant differences between the assessments of teacher-respondents and student-respondents regarding the effectiveness of various learning modalities in teaching physical education, as indicated by p-values exceeding the 0.05 threshold across all modalities. This consensus suggests that both educators and learners share analogous perspectives on the efficacy of

synchronous, asynchronous, blended, and face-to-face learning, reinforcing prior research that highlights similar satisfaction levels among teachers and students in online learning environments (AlSadi et al., 2022).

Table 8
Test of Difference Between the Assessment of Teacher-respondents and Student-respondents on the Different Learning Modalities in Teaching Physical Education

Learning Modalities in Teaching Physical Education	Average Weighted Means		t-Value	Critical Value (α = 0.05)	p-value
Flexible Learning (Synchronous)	Teacher	3.58	0.736	2.101	0.471
	Student	3.53			
Flexible Learning (Asynchronous)	Teacher	3.57	1.368	2.101	0.188
	Student	3.48			
Blended Learning	Teacher	3.63	1.758	2.101	0.096
	Student	3.55			
Face to Face	Teacher	3.59	1.597	2.101	0.128
	Student	3.53			

In the Philippine context, the Department of Education's learning continuity plan during the pandemic emphasized multiple learning modalities to accommodate diverse student needs, a strategy supported by Soriano and Bañez (2022), who found that Filipino educators and students viewed blended learning favorably due to its flexibility. This is further corroborated by Khalil et al. (2020), whose study in higher education found that both students and instructors valued blended learning's adaptability during the transition to online education. The findings align with the principles of connectivism, which emphasize the role of social and technical networks in learning, particularly in physical education, where diverse modalities facilitate engagement and collaboration. The acceptance of multiple teaching approaches underscores the necessity of incorporating technology and social interaction to enhance the learning experience, fostering a sense of community and ensuring inclusive and effective educational practices.

Proposed Enhanced Learning Modality. Based on the results of the study, below is the proposed learning plan for PATHFit course applying the different learning modalities.

1. *Title:* "Flexible PATHFit Learning Plan with the utilization of the different Learning Modalities"

2. *Rationale:* This enhanced learning plan addresses the gap in terms of learning modality after the Covid 19 pandemic in Physical Education and Sports courses. The enhanced learning plan are made to implement a Blended Learning Modality, which combine synchronous, asynchronous and face to face modality, that both teachers and students most agree.

PATHFit I: Movement Competency Training

3. *Objectives:*

3.1 Understand and recall the fundamentals of physical education, including its components (fitness, health, and wellness), readiness for physical activity, and the impact of healthy habits on personal well-being.

3.2 Develop a positive attitude toward physical activity and personal fitness, appreciating the benefits of healthy habits and demonstrating a commitment to engage in various physical exercises.

3.3 Perform exercises and fitness tests with proper form and technique, demonstrating improvement in physical fitness and the ability to design and follow an exercise routine that enhances overall health and endurance.

4. *Course Description:* This course reintroduces the fundamental movement patterns that consist of non-locomotor and locomotor skills, which are integrated with core training to meet the demands of functional fitness and physical activity performance. Emphasis will be on exercise regression and progression for the enhancement of fitness and the adaptation of movement competencies to independent physical activity pursuits. In conjunction with fitness and wellness concepts, exercise and healthy eating principle, periodic evaluation will be conducted of one's level of fitness and physical activity, as well as eating patterns to monitor one's progress and achievement of personal fitness and dietary goals.

Table 9

Matrix of Proposed Teaching-Learning Activities

Topic	Week Number	Teaching-Learning Activities			Assessment Task
		Face to Face	Synchronous	Asynchronous	
General Orientation	Week 1	Introduce course objectives, grading criteria, and student expectations. Ice-breaking activities to promote student engagement. Discuss course layout and weekly schedule.	Live Q&A to clarify course objectives and any initial student questions. Online breakout rooms for small group discussions.	Discussion board for students to introduce themselves and their goals for the course. Pre-recorded video on course overview and objectives.	Quiz on syllabus understanding. Reflection post on student expectations and goals.
Physical Education and its Components	Week 2	Interactive lecture on the importance and components of physical education. Group discussions on benefits of regular physical activity.	Virtual lecture with slides on physical education's components. Q&A session to reinforce understanding.	Reading assignment on components of physical fitness. Recorded video with an overview of physical fitness principles.	Short quiz on the components of physical fitness. Discussion post on personal views of physical education.
Physical Activity Readiness Questionnaire (PAR-Q)		Demonstrate how to fill out the PAR-Q.	Virtual tutorial on PAR-Q	Complete and submit PAR-Q online.	PAR-Q completion check.
Physical Fitness Tests – Pre-Test	Week 3-4	Conduct physical fitness pre-test assessments.	Virtual demonstration of fitness tests.	Recorded video on how to perform each fitness test.	Recorded self-assessment video for fitness test practice.
Healthy Eating Habits	Week 5	Lecture on nutrition basics and its role in physical health. Small group discussions on healthy eating strategies.	Nutrition workshop with Q&A on healthy eating.	Assigned reading on healthy eating and dietary guidelines. Nutrition log assignment for students to track a week of their eating habits.	Short quiz on basic nutrition concepts. Submission of a one-week nutrition log.
Prelim Examination	Week 6	Written examination or practical assessment based on covered topics.	Online examination with supervised breakout rooms.	Review materials for examination preparation.	Prelim exam with multiple-choice and short-answer questions.
Basic Strengthening Training Exercises ● Core Exercises and full body workout ● Functional movement-based exercises	Week 7-10	Demonstrate core and full-body exercises. Supervised practice sessions in class.	Virtual workout session where students follow along with an instructor.	Exercise video series to demonstrate exercises and functional movements. Weekly workout logs for students to track progress.	Self-recorded videos of students performing exercises. Submission of weekly workout logs.
Exercise design Presentation	Week 11	Students present their exercise designs in class. Peer feedback and instructor feedback.	Online presentations in small groups with breakout room feedback.	Submit recorded presentation of exercise design. Peer review assignments for asynchronous feedback.	Presentation rubric assessing exercise design creativity, effectiveness, and clarity. Peer feedback forms.
Midterm Examination	Week 12	Midterm exam covering all topics up to Week 11.	Online supervised midterm exam.	Review materials and practice quizzes.	Midterm examination with both theory and practical components.
Physical Fitness Test-Post Test	Week 13-14	Conduct post-fitness assessment in class.	Virtual fitness assessment via recorded submission.	Comparison and reflection on pre-test vs. post-test results.	Post-test scores. Reflection paper on personal fitness progress.
Aerobics Exercise	Week 15-17	Teach and practice aerobic routines. Group aerobics session.	Live aerobics class where students follow along.	Recorded aerobics workout video. Students record and submit a video of their aerobic routine.	Participation in aerobics session. Self-assessment on aerobic endurance.
Final Examination	Week 18	Comprehensive written and practical examination.	Online final examination with proctoring.	Review assignments and self-study material.	Final exam with theory and practical components. Course reflection assignment.

DISCUSSION

The findings indicate that teachers hold favorable views toward the synchronous learning modality in teaching Physical Education and Sports. However, they demonstrate a lack of confidence in videoconferencing and other technological tools, which hinders their ability to deliver a more holistic lesson. This highlights the need for professional development programs, such as seminars and training, to enhance teachers' technological competencies and their ability to integrate digital tools effectively in Physical Education instruction. Despite these challenges, the teachers prioritize providing constructive feedback, which supports students in self-directed learning and improves their comprehension and performance in physical activities. Students, in turn, perceive asynchronous learning as beneficial, particularly in terms of its diverse assessment techniques, while also recognizing the advantages of synchronous learning in fostering interaction and engagement.

Blended learning is considered an effective modality for teaching Physical Education and Sports, despite the difficulties associated with its implementation. Respondents emphasize the importance of selecting, presenting, and discussing performance assessments, especially in restricted in-person settings. The findings further affirm that limited face-to-face learning remains an effective approach, particularly in providing consistent feedback and demonstrating physical activities. However, both teachers and students identified areas for improvement, particularly in communication and assessment tools, which have implications for academic outcomes.

The study found no significant differences between the respondents' profiles—such as age, sex, civil status, educational attainment, and training—and their perceptions of learning modalities. This suggests that demographic factors do not play a significant role in shaping views on the effectiveness of these modalities. Similarly, there are no significant differences between the assessments of teachers and

students regarding learning modalities, indicating a shared perspective on their efficacy, regardless of the medium used in instruction.

Given these findings, it is recommended that regular training and seminars be provided to improve teachers' confidence and competence in using technology for Physical Education instruction. Teachers should continue prioritizing constructive feedback in asynchronous settings while leveraging synchronous interactions to enhance student engagement and understanding. Since blended learning is well-received, refining performance assessment strategies and communication tools would help maximize its effectiveness in both remote and in-person contexts. The importance of face-to-face instruction should be reinforced, with a particular emphasis on consistent feedback and physical activity demonstrations.

Additionally, addressing communication and assessment challenges will be crucial in improving overall academic outcomes. Future research may explore how specific demographic factors influence perceptions of learning modalities, providing insights that could inform more tailored and effective teaching approaches for Physical Education and Sports.

While the present study aimed to determine the factors considered in the assessment of these modalities, it did not extend to evaluating other aspects of Physical Education instruction, such as curriculum design, student performance, or administrative policies. The results are also specific to the context of the University of Rizal System and may not be generalizable to other institutions or regions. Because of this, future research can expand the scope to evaluate other aspects of Physical Education instruction, such as curriculum design, student performance, and administrative policies.
It's also important to conduct similar studies in different institutions and regions to determine if the findings are consistent across various contexts, providing insights into regional or institutional differences. Implementing longitudinal studies will help track the long-term effects of different learning modalities on Physical Education instruction, revealing the sustained impact over time. Utilizing a mixed methods approach, combining quantitative and qualitative data, can provide a deeper understanding of the factors influencing the effectiveness of learning modalities, offering a more nuanced picture of the educational landscape. Emphasizing the importance of professional development for educators to effectively integrate various learning modalities into their teaching practices is crucial, including training in digital tools, pedagogical strategies, and curriculum design. Lastly, collecting and analyzing feedback from students on their experiences with different learning modalities will offer valuable insights into their preferences, challenges, and suggestions for improvement.

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