

Benchmarks of New Teaching Modalities and Instructional Management in Physical Education in Selected Universities in Asia

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Abstract

The Philippines' education system is still undergoing significant change as it adopts innovative strategies to continue offering high-quality instruction in the face of the pandemic. The COVID-19 epidemic has caused havoc on the economy, exacerbating poverty, undermining the health care system, altering people's lives from the traditional to the new normal, and particularly affecting the education sector. Digital technology is currently being used to improve instructional management and teaching modalities. It will also analyze the practices of colleges and universities across selected Asian countries. This study utilized the mixed method approach, specifically the explanatory mixed method by Creswell (2013). The result shows that blended and flexible teaching modalities are being utilized by physical education teachers across selected Asian countries. It also showed that there is a strong correlation between the variables in teaching modality, such as functionality, accessibility, and efficiency, and the instructional management that includes curriculum, assessment, and evaluation. Moreover, it is also revealed that there are still some concerns that they need to address, including their accessibility whenever and wherever possible and the submission and checking of outputs using the existing teaching modalities. Based on the results of the study, the researcher developed the PEFLEX PLUS teaching modality that will strengthen the best practices and address the concerns of physical education teachers. This teaching modality will utilize the three existing modalities, which are blended, flexible, and interactive modular, simultaneously in one teaching session. This will address the needs of the students and their concerns about how to access quality physical education through the use of technology in the teaching and learning process.

Keywords: Teaching Modalities, Blended, Flexible, PEFLEX Plus, Interactive Modular



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INTRODUCTION

Different educational institutions in Asia are trying their best to accept and cope with the challenges and, moving forward, totally change their modalities and strategies in their teaching and learning processes. These changes and challenges also affect the education system itself, including the process, management, and leadership of school administrators, the utilization of synchronous and asynchronous methods of teaching, the modification of modules, teachers' capabilities in using technology, computers, and gadgets, the availability of internet connections, the use of improvised materials and equipment, and even the availability of facilities at home that can be used by the teachers and students.

It has been more than three years, and the Philippines is still belligerent in implementing different instructional strategies and modalities

in the teaching and learning process. In connection with education, the Department of Education (DepEd) and the Commission on Higher Education (CHED), which are the two local government units, are tasked with ensuring the continuity of the learning process for the Filipino people in the new normal. These two agencies have chosen to use flexible and blended learning with limited face-to-face modality in transition to the new normal, where most educational institutions are doing face-to-face modality to cater to the need for continuity in providing quality education.

Moreover, in the past years, Asian countries, including China, Thailand, Japan, Malaysia, and other countries in Asia, have also experienced different challenges and problems in teaching physical education during times of pandemic in their respective countries and universities. We all know that the nature of teaching physical education includes, but is not limited to, physical

movement, fitness, health and wellness, exercise, dance, sports, and recreational activities that require practical demonstration and physical mobility. In relation to the different precautionary measures from different health institutions, educational institutions, and even the World Health Organization, the educational system is being forced to use different modes and strategies to deliver quality education.

The online teaching style is developing quickly due to the maturity of Internet technology. Online education has presented both new potential and challenges in the context of COVID-19. While there are certain advantages to taking physical education classes online, there are also clear drawbacks; therefore, traditional offline education cannot be replaced. It is also vitally necessary to investigate and resolve the ineffective monitoring system and the standard quality evaluation system of online physical education courses. The combination of online and offline learning has steadily gained popularity as a way to guarantee educational quality and increase instructional effectiveness (Zhu and Wang, 2020).

Physical education, as part of general education, should be taught theoretically and based more on practical application. Teaching physical education in the new normal is one of the challenges being encountered by physical educators. It needs more creativity, passion, dedication, technology, and innovation in the absence of enough materials, equipment, and the right facilities to apply the theoretical knowledge.

Since the subject of physical education varies at different levels and includes different topics such as aerobics and exercises, dance, nutrition, individual and dual sports, team sports, recreational activities, and other physical activities that include human movements, it is now in consideration in the new normal if the physical education teachers will still go back to the traditional way of teaching physical education.

This study will include teachers/coaches', students', and or sports administrators'

perception in terms of the teaching modalities used in their respective schools in selected countries in Asia.

The novelty of this research study is to help and provide a primary model in modality for offering physical education as part of general education subjects. This will also help the different colleges and universities as a guide and reference in their preparation of instructional management that is applicable in their school.

LITERATURES

Physical educators in the Philippines were forced to practice "quaranteeing," or teaching under quarantine, as a result of the COVID-19 pandemic's mandate for university-level adoption of flexible learning and the inclusion of physical education in the curriculum under the new normal. The findings showed that while tertiary PE teachers encountered challenges, they also developed innovative strategies for instructing the course, evaluating, supervising, and providing feedback to students, interacting with technology and the internet, and managing both physical and mental scenarios.

Instructional Management in Physical Education from the Pandemic Period to the New Normal. The Guidance Note of the Asian Development Bank (2021) on COVID-19 and education in Asia and the Pacific serves as a relevant guide to the response, recovery, and rejuvenation phases of higher education institutions to determine areas of intervention and implement actions for consideration to bridge learning continuity.

Professional Development on Instructional Management in Physical Education from the Pandemic Period to the New Normal. From the teachers' perspective, the main issues were their need for training in digital skills and platform management, their need for an adaptation period, and the lack of interaction with the new technology versus the real classroom. This present study considers physical education teachers as respondents because it would be more relevant to determine their perception of the various modalities

implemented from the pandemic period to the new normal and to evaluate their instructional management to establish their benchmark practices.

Curriculum, Instruction, and Assessment in Physical Education from the Pandemic Period to the New Normal. The Society of Health and Physical Educators (SHAPE, 2018) asserted that hybrid and online physical education (OLPE) would not replace face-to-face instruction or instructors but might serve as an option based on the needs of students. Thus, SHAPE America believes that face-to-face options for physical education should be available since online learning is not always suitable for all students.

NASPE (2009; 2007) recognized that teaching and learning benchmarks were relevant for evaluating the various modalities for physical education courses, such as face-to-face, blended, or online.

METHODS

This study utilized mixed-methods research. It is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) data. This approach to research is used to provide integration and a better understanding of the research problem than either of them alone.

This study particularly employed the explanatory sequential design of mixed methods involving two phases: the quantitative phase, which involves the collection and analysis of quantitative data, followed by the qualitative phase, which involves the collection and analysis of qualitative data. This study prioritized the quantitative data, and the findings were followed up during the interpretation phase of the qualitative data. The qualitative data helped explain or build upon initial quantitative results (Creswell, 2013; Plano Clark et al., 2003; Creswell and Poth, 2011).

This study involved two sets of respondents. In the first phase (quantitative), the researcher included students and teachers' respondents

while in the second phase (qualitative), teachers voluntarily participated in the interview session. Both participants met the criteria set in this study.

In Phase I, the researcher began with the collection and analysis of the quantitative data. The investigation placed greater emphasis on the quantitative methods, particularly the survey with the coaches and sports directors of the three selected universities in Asia. In Phase II, the researcher subsequently collected and analyzed the qualitative data obtained through an interview with the school heads to follow up the results of the quantitative phase.

This study particularly used the follow-up explanations model because the researcher focused on the results of the quantitative phase to examine in more detail through the qualitative phase. The qualitative data explained or expanded the quantitative results of the survey (Creswell, Plano Clark, et al., 2003; Creswell and Poth, 2011). The explanation focused closely on the statistical differences, scores at extreme levels, and unexpected or anomalous results of the quantitative phase.

Phase 2 (Qualitative Phase) involved selected teachers as interviewees who would establish the teaching modalities in physical education that might be utilized as determined by the selected interviewees.

RESULTS

Phase 1 – Quantitative Data. The following data presents the results of the quantitative phase.

Table 1 shows the profile of the teacher-respondents as to the country where they worked, years in service, specialization in physical education, professional development in instructional management, and new teaching modality used in Physical education.

Table 1
Profile of the Teacher-Respondents

Country	Frequency	Percent
China	14	23.0
Indonesia	31	50.8
Philippines	4	6.6
Vietnam	3	4.9
Thailand	9	14.8
Total	61	100.0
Years in Service		
1-3 yrs.	12	19.7
4-6 yrs.	4	6.6
7-9 yrs.	10	16.4
10 yrs. and above	35	57.4
Total	61	100.0
Specialization		
Sports	47	77.0
Dance	4	6.6
Aerobics/Exercise	4	6.6
Martial Arts	3	4.9
Outdoor and Recreational	2	3.3
Others	1	1.6
Total	61	100.0
Number of Trainings Attended		
1-2	14	23.0
3-4	21	34.4
5-6	10	16.4
7 and above	16	26.2
Total	61	100.0
New Teaching Modality		
Blended Learning	32	52.5
Flexible Learning	18	29.5
Hyflex	3	4.9
Hybrid	8	13.1
Total	61	100.0

Out of 61 teacher-respondents, majority of them with the total of 31 or 50.8 % lived in Indonesia

while some of them are from China with 14 or 23 %. Nine or 14.8 % of the respondents are from Thailand, four or 6.6 % are from the Philippines, and three or 4.9% are from Vietnam. As seen from the table, majority of the respondents were from the country of Indonesia. COVID-19 outbreak brought about a significant shift not only in the Philippines but also in Indonesia's educational landscape. The activity involving teaching and learning was also carried out online. Like many teachers, Indonesian educators encountered difficulties in the field of education, especially those in physical education, where the majority of the lessons are taught outside. (Kristiyandaru et al., 2020 as cited by Hartotoa, S. 2022). At every level, Indonesia has adopted online learning techniques. The senior high school students are required to take physical education, which is overseen by the Ministry of Education in Indonesia. Hartotoa et al., (2022) and highlighted that physical education instructors in Indonesia were urged to offer a variety of learning activities in accordance with the curriculum's guidelines. The lesson was carried out as an authentic learning activity, with the teacher providing the students with direct instruction, modeling, and evaluation in the classroom. On the other side, distant learning was used in the design of the learning activity during the COVID-19 pandemic.

As to the years in service, it could be observed from the table that 35 or 57.4 of them are working for 10 years and above, 12 or 19.7% are teaching for 1-3 years, 10 or 16.4 % are already teaching for 7-9 years and 4 or 6.6% are in the teaching service for 4-6 years. It can be concluded that most of the respondents are well-experienced and competent in the field of Physical education since they have been working for above 10 years.

Physical education teachers have their own specialization. As seen in the table of respondents, 47 or 77% of the teacher respondents have the specialization in Sports. Data also showed that specializations in Dance and Aerobics/Exercise had the same score of four or 6.6% while three or 4.9 % are into Martial Arts, two or 3.3 % have the outdoor and

recreational specialization and only one or 1.6% had other specialization. Based on the data, it could be concluded most of the Physical education (PE) teachers preferred to have specialization in Sports.

Profile of the respondents as to the number of trainings/seminars attended in instructional management showed that out of 61 teacher-respondents 21 or 34.4% of them have 3-4 number of trainings/seminars attended while 16 or 26.2 % have 7 and above trainings/seminars attended. 14 or 23% have only 1-2 trainings/seminars attended while 10 or 16.4% have attended 5-6 trainings/seminars related to Physical education. It can be observed from the data that only 16 out of 61 teachers have attended 7 and above trainings/seminars while the highest frequency with the total of 21 teachers have only 3-4 trainings/seminars.

Teacher-respondents have used different new teaching modalities. 32 or 52.5 % of them utilize blended learning teaching modality, 18 or 29.5% were using flexible learning, eight or 13.1 % are using hybrid teaching modality while only three or 4.9 % are utilizing hyflex teaching modality. Results of the data reveal that majority of the teacher-respondents used blended learning.

Table 2
Summary of responses on the new teaching modalities usually used in Physical Education

New Teaching Modalities	Teachers			Students		
	Mean	SD	VD	Mean	SD	VD
Functionality	3.10	0.66	Agree	2.94	0.82	Agree
Accessibility	3.04	0.67	Agree	2.92	0.82	Agree
Efficiency	3.09	0.67	Agree	2.93	0.81	Agree
Overall	3.08		Agree	2.93		Agree

In functionality, it showed the new teaching modalities usually used in Physical education assessed by the teacher-respondents and student-respondents as to functionality. For teacher-respondents, item 4 "In our new teaching modality in Physical Education, interactive platforms and multimedia resources can enhance engagement and understanding and help students needing a variety of learning approach" obtained the highest weighted mean of 3.26 verbally described as strongly agree

while item 3 "In our new teaching modality in Physical Education, resources and materials often reduce costs associated with traditional textbooks and printed materials" got the lowest weighted mean of 2.92 verbally interpreted as agree. Overall, the teacher-respondents assessed their new teaching modalities in terms of functionality with a total weighted mean of 3.10 verbally interpreted as agree.

The lowest weighted mean is item 3 that includes the statement that the modern teaching modalities used in Physical education is more expensive than the traditional textbooks and materials. In the present time, though innovative textbooks are more expensive, they are somehow effective in teaching the types of students in the present. As mentioned in the study of Wang (2022), modern teaching methods using the latest teaching materials have advantages because they can help the students develop their various talents.

Moreover, it could be gleaned from table 2 that as for the assessment of teacher-respondents in the new teaching modalities usually used in Physical education in terms of accessibility, item 8 "In our new teaching modality in Physical Education, diverse students can access education through the lens of universal design to better ensure they can participate in the learning experience" had the highest weighted mean of 3.18 verbally described as agree while the lowest weighted mean fell under item 1 "In our new teaching modality in Physical Education, students are able to learn and take classes wherever and whenever they want to" with 2.89 verbally described as agree. Overall assessment of the teacher-respondents as to accessibility to the new teaching modalities had the total weighted mean of 3.04 verbally described as agree.

Furthermore, Table 2 showed the assessment of the teacher and student respondents as to the use of new modalities in terms of efficiency. It could be seen from the table that for teacher-respondents, item 10 "In our new teaching modality in Physical Education, students are provided with opportunities to develop important skills that are in demand in today's

job market, such as digital literacy and communication skills.” had the highest weighted mean of 3.18 verbally described as agree while the lowest item is 5 “In our new teaching modality in Physical Education, lower cost is enjoyed compared with full-time classroom-based learning.” with a weighted mean of 2.90 verbally described as agree. The overall weighted average of the teacher-respondents as to their efficiency in the new modalities is 3.09 verbally described as agree.

Lastly, it can be gleaned that for teacher-respondents, Functionality had the highest weighted mean of 3.10 verbally described as agree while Accessibility with the score of 3.08 verbally described as agree was the lowest. The overall grand weighted average of teacher-respondents on the summary of responses on the use of new learning modalities is 3.08 verbally described as agree. Moreover, for the summary of student-respondents, the highest is also Functionality with the weighted mean of 2.94 verbally described as agree while the lowest is also Accessibility with the weighted mean of 2.92 verbally described as agree. The overall grand weighted average of student-respondents as to the new learning modalities used by their teachers is 2.93 verbally described as agree.

Teacher-respondents strongly agreed that the use of interactive and multimedia platforms help the learners in improving their participation and enhance their knowledge as they are exposed to different learning approaches.

Table 3
Summary of responses on the Physical Education Teachers’ Instructional Management

Instructional Management	Teachers			Students		
	Mean	SD	VD	Mean	SD	VD
Curriculum	3.30	0.66	Strongly Agree	2.95	0.83	Agree
Instruction	3.27	0.69	Strongly Agree	2.94	0.83	Agree
Assessment	3.20	0.65	Agree	2.91	0.81	Agree
Overall	3.26		Strongly Agree	2.93		Agree

Table 3 showed the data of the instructional management of the Physical education (PE) teachers in terms of curriculum. It can be seen

from the table that item 1 “As a teacher of Physical Education, I, demonstrate competency in a variety of motor skills and movement patterns” and item 8 “As a teacher of Physical Education, I assess students’ knowledge in dance through various responses such as oral, written, practical exam or other creative outputs” both obtained the highest weighted mean of 3.38 verbally described as strongly agree while item 4 “As a teacher of Physical Education, I integrate higher- order thinking skills to demonstrate mastery and application of exercise and physical fitness in real life contexts” and item 5 “As a teacher of Physical Education, I design individualized plan or training program to address specific goals in nutrition” both had the lowest weighted mean of 3.21 verbally described as agree. Overall score of the PE teacher’s assessment of themselves as to the instructional management in terms of curriculum had been 3.30 verbally described as strongly agree.

Moreover, it showed that as for the assessment of teacher-respondents in their instructional management in terms of instruction, the highest weighted mean is item 1 “As a teacher of Physical Education, I present, deliver, discuss lessons in aerobics and exercise through various technology such as video, PowerPoint, and other applications” with the score of 3.49 verbally described as strongly agree while item 5 “As a teacher of Physical Education, I use monitoring devices such as pedometers, heart rate monitors, and other movement trackers in students’ performance assessment in physical activities and sports” got the lowest score of 3.10 verbally described as agree. Overall assessment of the teacher-respondents in their instructional management in terms of instruction had the average weighted mean of 3.27 verbally described as strongly agree.

Also, it showed the data of the Physical education (PE) teacher’ instructional management in terms of assessment as assessed by themselves and student-respondents. As for teacher-respondents assessment of themselves, item 1 “As a Physical Education teacher, I provide summative assessment through application software

(Microsoft Teams, Google Meet, Zoom, Messenger, Kahoot, Blackboard etc.)” obtained the highest weighted mean of 3.28 verbally described as strongly agree while both item 4 “As a Physical Education teacher, I assess practical examination through recorded video” and item 5 “conduct student’s performance assessment through a limited face to face modality” had the lowest weighted mean of 3.08 verbally described as agree. Overall assessment of the teacher-respondents on the instructional management in terms of assessment had the average weighted mean of 3.20 verbally described as agree.

It could be gleaned from the table that in terms of Physical education (PE) teachers’ instructional management, for teacher-respondents, the highest weighted mean is the Curriculum with 3.30 verbally described as strongly agree while the lowest is the Assessment with a mean of 3.20 verbally described as agree. Overall average weighted mean of the instructional management as assessed by the teacher-respondents is 3.26 verbally described as strongly agree.

On the other hand, for student-respondents, the highest was the same with the teacher-respondents in the Curriculum with the mean of 2.95 verbally described as agree while the lowest is also same with the Assessment but with the score of 2.91 verbally described as agree. The overall score of the student-respondents on their teacher’s instructional management is 2.93 (agree).

As for the lowest, the assessment was concluded to be given an emphasis. Although assessments used in new learning modalities are proven to be successful (Wilson et al., 2011; as cited in Jayothisa et al., 2021), their uses have also limitations in teaching physical education since they cannot test the students’ physical health before conducting any physical activity.

Table 4

Difference on Functionality Based on Profile

Profile	df	Kruskal-Wallis	Asymp. Sig.	Interpretation
Country	4	10.667	.031	Significant
Years in Service	3	7.133	.068	Not Significant
Specialization	5	7.424	.191	Not Significant
Number of Training	3	0.892	.827	Not significant
New Teaching Modality Used	3	3.014	.389	Not Significant

There was a significant difference in the assessment of functionality (mean ranks) based on the country (Sig =.031) The pairwise comparison showed that the significant difference is between China and Thailand (.022). The “country” has some influence of the assessment of functionality.

Table 5

Difference on Accessibility Based on Profile

Profile	df	Kruskal-Wallis	Asymp. Sig.	Interpretation
Country	4	1.815	.770	Not significant
Years in Service	3	8.841	.031	Significant
Specialization	5	8.735	.120	Not significant
Number of Training	3	0.725	.867	Not significant
New Teaching Modality Used	3	1.636	.651	Not Significant

There was a significant difference in the mean ranks of Accessibility based on years of service (Sig =.031). The pairwise comparisons, however, did not show the significant difference. It means that the significant difference in the ranks lies in the whole data set and not on the pairings. The year of service has some influence on the assessment of accessibility.

The years of service of the respondents appeared to be connected with the accessibility of new teaching modalities and instructional management in physical education. The longer the respondents had been employed, the more years they had spent managing and creating various teaching strategies for a wide range of students. They were able to oversee different teaching methods and procedures to guarantee that pupils engage in active learning.

Table 6
Difference on Efficiency Based on Profile

Profile	df	Kruskal-Wallis	Asymp. Sig	Interpretation
Country	4	5.416	.247	Not Significant
Years in Service	3	6.371	.095	Not Significant
Specialization	5	9.403	.091	Not Significant
Number of Training	3	1.992	.574	Not Significant
New Teaching Modality Used	3	1.021	.796	Not Significant

In terms of the effectiveness of the new teaching methodologies and instructional management of physical education in selected universities in Asia, it showed that they were not significant with the respondents' socio demographic profile.

The findings implied that variations in sociodemographic profiles did not seem to have a substantial effect on the perceived efficacy of innovative teaching approaches and instructional management in physical education within the framework of the chosen Asian universities. This suggested that educational experiences should be equitable and consistent for a range of student populations. Skelton & Kigamwa (2013; as cited in Parveen & Awan, 2019) said that education should be equitable to all ensuring that every student has access to it regardless of their background.

Table 7
Difference of Overall Assessment Based on Profile

Profile	df	Kruskal-Wallis	Asymp. Sig	Interpretation
Country	4	3.256	.516	Not significant
Years in Service	3	4.268	.236	Not Significant
Specialization	5	7.064	.216	Not significant
Number of Training	3	2.502	.475	Not Significant
New Teaching Modality Used	3	1.867	.600	Not significant

Table 8
Difference on Curriculum Based on Profile

Profile	df	Kruskal-Wallis	Asymp. Sig	Interpretation
Country	4	3.464	.483	Not Significant
Years in Service	3	2.978	.395	Not Significant
Specialization	5	9.790	.081	Not Significant
Number of Training	3	4.087	.252	Not Significant
New Teaching Modality Used	3	1.021	.462	Not Significant

As far as the overall assessment of the new teaching modalities and instructional

management in selected universities in Asia, it showed that it had no relationship in terms of the respondent's socio demographic profile. This result was supported by the results of the study of Quintos et al., (2021) the teachers' demographic profile has no relation to the perception of using online learning.

Table 9
Difference on Instruction Based on Profile

Profile	df	Kruskal-Wallis	Asymp. Sig	Interpretation
Country	4	3.560	.469	Not Significant
Years in Service	3	4.602	.203	Not Significant
Specialization	5	8.873	.114	Not Significant
Number of Training	3	2.889	.409	Not Significant
New Teaching Modality Used	3	1.596	.660	Not Significant

The result implied that teachers' methods of managing their lessons are unaffected by their traits or background data. Their socio demographic profile had no bearing on how they plan and carry out their pedagogical approaches. Managing a classroom is a crucial part of in the teachers' lives. The way they managed the classroom should be based on their students' learning needs. Their skills in instructional leadership can be achieved by managing educational practices and fostering a positive learning environment (Sanchez & Watson, 2021).

Table 10
Difference on Assessment Based on Profile

Profile	df	Kruskal-Wallis	Asymp. Sig	Interpretation
Country	4	5.043	.283	Not Significant
Years in Service	3	4.275	.233	Not Significant
Specialization	5	4.752	.447	Not Significant
Number of Training	3	2.634	.452	Not Significant
New Teaching Modality Used	3	1.751	.626	Not Significant

As seen from the table, the assessment used by the Physical education teachers had no relation to their socio demographic profile. Regardless of their place, years in service, specialization, number of trainings, and new teaching modality used, the conduct of assessment is not influenced by the aforementioned variables.

Table 11
Difference of Overall Instructional Management Based on Profile

Profile	df	Kruskal-Wallis	Asymp. Sig	Interpretation
Country	4	3.256	.516	Not significant
Years in Service	3	4.268	.234	Not Significant
Specialization	5	7.064	.216	Not significant
Number of Training	3	2.502	.475	Not Significant
New Teaching Modality Used	3	1.867	.600	Not significant

In terms of the overall instructional management (curriculum, instruction, assessment) of the Physical Education in selected universities in Asia, data revealed that it was not correlated to the respondents' socio demographic profile.

The absence of a relationship between the sociodemographic profiles of teachers and the overall physical education instructional management in selected Asian universities can be ascribed to a number of factors, including institutional policies, standardized curriculum and practices, comprehensive professional development, merit-based evaluation, a focus on student outcomes, and sample homogeneity. A fair and equitable approach to instructional management that puts an emphasis on student learning and achievement is made possible by these elements.

Table 12
Correlation Matrix (Assessment of New Teaching modality and Instructional Management)

	Curriculum	Instruction	Assessment	Overall Instructional Management
Functionality	r = 0.861 p = .000 strong significant	r = 0.802 p = .000 strong significant	r = 0.890 p = .000 strong significant	
Accessibility	r = 0.802 p = .000 strong significant	r = 0.773 p = .000 strong significant	r = 0.852 p = .000 strong significant	
Efficiency	r = 0.727 p = .000 strong significant	r = 0.786 p = .000 strong significant	r = 0.839 p = .000 strong significant	
Overall Assessment of New Teaching Modality				r = 1.00 p = .000 very strong significant

On the overall, the teaching modalities used in Physical Education had a very strong significant correlation with the Instructional management

in Physical Education. ($r = .814$, $p < .001$) Correlation between instructional management and teaching modalities in Physical Education is evident in how these modalities are selected and implemented to align with the curriculum, enhance instruction and facilitate meaningful assessment.

Table 13
Mann-Whitney U Test on Assessment of New Teaching Modalities

	Sig	Interpretation
Functionality	.117	Not significant
Accessibility	.182	Not Significant
Efficiency	.142	Not Significant
Overall Assessment of New Teaching Modality	.109	Not Significant

In terms of the assessments on the new teaching modalities usually used by the teacher-respondents in Physical Education as assessed by themselves and by their students, it showed that it has no significance.

Table 14
Mann-Whitney U Test on Instructional Management

	Sig	Interpretation
Curriculum	.001	Significant
Instruction	.001	Not Significant
Assessment	.014	Not Significant
Overall Instructional Management	.003	Not Significant

The teachers had a statistically higher mean ranks in the assessment of instructional management than the students. This is true in the areas of curriculum, instruction, assessment, and in the overall assessment as well.

The above findings showed that among the assessments on the instructional management of the teacher-respondents in Physical Education as assessed by themselves and by their students, curriculum is significantly correlated.

Phase 2 – Qualitative Data. The following data presents the results of the qualitative phase.

Comparison on the use of traditional instructional tools with interactive platforms and resources in terms of cost and engagement of students in learning Physical Education. The comparison of traditional and available interactive platforms provided a new path of teaching and learning process especially in Physical Education. Previously, Physical Education subjects was being taught in a linear way unlike now that technology integration is the real game. It shows that more and more educational institutions are shifting to a technology assisted teaching and learning platforms. This was significantly proven in other researches and literatures that students are now into technology-based learning process. The use of different modality and platforms might cause a big investment in educational institutions that will fit on the ever-changing needs and will tailor the educational needs and preferences of students.

Accessible Teaching Modality in Physical Education. In order to fully participate in online learning activities, access educational materials, and communicate with peers and instructors, accessibility guarantees that students could access and interact with online information and resources. Accessibility to different learning tools, materials, resources and platforms in Physical Education provides preferences from the main dimensions of study, such as time, and location of learning and instructional approaches.

Cost Efficient and Flexible/sustainable Teaching Modality in Physical Education. Online learning and in-person instruction were combined to create blended learning, which combined cutting-edge technology and multimedia with the best elements of traditional pedagogy to give students a more engaging and comprehensive educational experience in Physical Education. Subscription from different online learning platforms might cause a lot of investment for the welfare of the students.

Systematization was critical for the success of the blended learning support system. Instructors and students must be at the center of the support system so that diverse parts may work together to strengthen relationships. Changes were expected to be made, from the content-fragmented and department-isolated series to the one that is intersectional, integrated and cohesive (Wu et al. 2021).

Attainment of Balanced Higher-Order Thinking and Performance Task in Physical Education Through Various Teaching Modalities. Physical Education teachers should prepare for both divergent and convergent questions. Higher-order thinking questions may ask students to create a series of exercises that use the specified muscle, whereas lower-order questions encourage students to recall factual knowledge, such as the location of muscles or specific teaching points.

Strategies and Techniques to Meet Student's Choice for Updated Conferencing Applications and Monitoring Devices. Utilization of technology improved the teaching strategies of Physical Education teachers. Various strategies and techniques on how to deliver topics in Physical Education will allow the students to maximize their fullest potential in the learning process and application and integration of learning platforms such as video conferencing, virtual meetings and activities, fitness trackers, and wearable technology.

Wang, et al., (2023) concluded that integration of multiple technologies into traditional instruction has attracted enormous attention and offered numerous research avenues over the years. For instance, influential studies have confirmed the benefits of blended learning.

Attainment of Balance Assessment in Physical Education through Various Teaching Modalities. Clear learning objectives can be linked to assessments by teachers, which is why balanced assessment methods are crucial. To assist in making decisions, provide information from a variety of sources. Keep track of the development and progress of your students. Evaluations need to collaborate with one

another rather than being created and administered separately. To fulfill the overall objective of the assessment system, each assessment must function as a suitable instrument to support its intended use and collaborate with other assessments.

DISCUSSION

Physical Education teachers across selected Asian countries are more into the utilization of blended and flexible teaching modality that offers different varieties of learning environment and platforms in teaching Physical Education courses.

They are more knowledgeable in the technology integration in teaching Physical Education through their training and experiences that makes them proficient and competent in the teaching process. Moreover, blended and flexible learning is widely utilized by educational institutions in teaching Physical Education courses as this provides the students to choose their preferred learning styles and promotes engagement in different learning approaches. Through blended and flexible learning, students can easily access their tasks electronically through the lens of universal design for better participation and engagement. Blended and flexible learning develops the students independent learning, self-confidence and critical thinking. Instructional management of Physical Education teachers are more evident in terms of competency in human movement, feed backing, precautionary measures, and instructional management.

Educational Institutions must utilize the combination of different teaching and learning modalities in Physical Education courses to minimize the costs associated with the subscription of each teaching modality. Also, Physical Education teachers must provide offline learning access to modules or self-paced activity. Moreover, Educational Institution must subscribe to different learning platforms to choose from to address some of the concerns such as classroom availability, uncertainty, and facilities. Physical Education teachers must master all the motor skills and

movement patterns through the use of other teaching modalities. Furthermore, Physical Education teachers must conduct other means to assess the students' performance. Physical Education teachers must use a technology-based device to monitor student's health and performance and utilize the proposed PEFLEX PLUS MODALITY. Future researchers should take into account additional universities in each country.

PE Flex Plus is a combination of different teaching platforms, such as blended and flexible teaching modalities. In this way, physical education teachers can utilize the appropriate platforms in teaching physical education courses to address the concerns and needs of the education system and students in times of uncertainty. This teaching modality will ensure that all students can learn uninterrupted while maintaining the quality of teaching physical education. This teaching modality will also ensure that physical education courses attain output-based education through innovation and technology integration that will maintain their functionality, accessibility, efficiency, and effective and efficient instructional management through their curriculum, instruction, assessment, and evaluation. Physical Education teachers can use the PE Flex Plus teaching modality that aligns with their curriculum and instruction in providing discussion face-to-face, online (synchronous and/or asynchronous), and modularly, while at the same time using different strategies, software, and applications in the teaching and learning process. This teaching modality will also provide a wide array of assessment procedures that are distinctly opposite of the linear and traditional way of assessing the performance of the students. Assessment can now be done face-to-face, online and offline submissions, modular, or self-paced learning.

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