



Challenges Encountered and Strategies Utilized by Physical Education Teachers in Teaching Skill-based Learning Competencies during Hybrid Learning

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Abstract

The study aimed to identify challenges faced and strategies utilized by junior high school physical education teachers in Schools Division of Tanjay City, when teaching skill-based competencies- physical fitness, sports, dance, and first aid, during hybrid learning amid man-made disruptions and natural calamities. The researcher utilized the descriptive-correlational survey design. The study surveyed a census of 46 public junior high school physical education teachers from the Schools Division Office (SDO) of Tanjay City. The researcher utilized a survey questionnaire, validated by experts. The analysis involved means for challenge and strategy extents, Chi-square tests for profile relationships, and Spearman rank correlation for competency-challenge and strategy links in treating the data. This study revealed that the following skill-based abilities present significant problems during hybrid learning: first aid (high, with substantial links to strategies); dance (uniform across execution and theory); sports (officiating, skill execution); and physical fitness (e.g., choosing fitness assessments). It also presented that, strategies (e.g., collaborative challenges, live exercises) provide a moderate amount of real-time but a high utilization of self-directed learning to deliver lessons due to both instructional and technological difficulties.

Keywords: Hybrid Learning, Physical Education, Skill-Based Competencies, SDO-Tanjay City, Educational Disruptions

Introduction

The educational landscape is undergoing a paradigm shift from knowledge-based pedagogy to skill-oriented education, driven by 21st-century workforce demands. Because of this, educators now play a pivotal role in fostering skills, beyond mere knowledge transmission. This examined teachers' evolving roles and their impact on skill-based learning. By analyzing the current paradigm, emerging practices, challenges, and future directions, it offered insights for educators, policymakers, and stakeholders to elevate educational standards. In focus, Nicolosi, Alba, and Pitrolo in 2023 stated that during the COVID-19 pandemic, schoolteachers encountered significant challenges in delivering online and hybrid Physical Education (PE) classes specifically in terms of instructional competence and incremental beliefs in distance learning instructional delivery. These difficulties were compounded by regulatory restrictions on social and physical distancing, which prohibited access to physical activity environments such as parks, school buildings, and recreation centers (Killian et al., 2021).

Meanwhile, the Philippines' Department of Education issued DepEd Order No. 037, s. 2022, which outlines guidelines for suspending or canceling classes and work due to calamities, power outages, or human-induced disruptions. This order permitted modular distance learning and other flexible delivery modes. Building on these guidelines, the Department introduced Hybrid Learning a model which blends traditional in-person instruction with distance learning strategies. This approach



empowers teachers to select optimal strategies for students, harnessing the strengths of both virtual and face-to-face classes while providing flexibility and accessibility for those with limited technology.

Given this, a 2023 study by Gutierrez, Tabora, and Gama examined the experiences of 25 physical education (PE) teachers from public and private schools in Angeles City, Philippines during the pandemic. It revealed that many faced significant challenges and felt hesitant and unconfident in delivering PE instruction. This highlighted the gap wherein PE teachers' pandemic challenges (e.g., hesitation, low confidence) were duly pointed out without exploring effective strategies like hybrid learning or long-term impacts which could directly justify the need to adhere with the study's conclusion which recommended future research on these areas to enhance PE instruction resilience.

The psychomotor nature of Physical Education is not entirely compatible with the dual modalities of hybrid learning, necessitating research into the challenges faced and strategies employed by teachers in delivering skill-based competencies in secondary schools within Schools Division of Tanjay City. As a Physical Education teacher, the researcher was motivated to explore these issues such as limited physical spaces, limited student engagement, and adapting hands-on activities to virtual formats alongside effective solutions like video demonstrations, differentiated online drills, and real-time feedback, all captured via a validated survey questionnaire. Educators thus prioritized flexible learning modalities, performance task design, and activity-based instruction to ensure PE remains meaningful and effective in blended environments. This study aligns with United Nations Sustainable Development Goal 4 (SDG 4) ensuring inclusive, equitable quality education and lifelong learning by emphasizing skill-based competence acquisition for all students. Ultimately, assessing hybrid skill-based program implementation revealed not only teachers' challenges and strategies but also their broader implications for learners and the teaching-learning process.

Literature Review

Skilled-based competencies. Pastrana (2025) defined skill-based competencies as the integrated application of motor skills, fitness practices, and theoretical knowledge in physical education, assessed at levels from developing to outstanding via practical execution, instruction clarity, and holistic performance. Integrating 21st-century abilities into the curriculum is widely recognized in modern education (Farrah, 2020). Conversely, the need to equip students with diverse skills today is becoming increasingly evident.

Therefore, theorists and practitioners are arguing for the inclusion of training in transferable skills in all courses at all educational levels (Rus, 2020). Kassab et al. (2020) provided a comprehensive overview of the advantages and difficulties of integrating the Internet of Things (IoT) in education. These factors are classified into a three-dimensional framework encompassing the educational mode, perception, and learning principles.

Challenges in attaining skill-based competencies. Historically, education has emphasized transmitting information and intellectual material, but contemporary demands increasingly recognize the need for skill-based competencies such as critical thinking, problem-solving, communication, flexibility, and teamwork. However, Moyo and Ndlovu (2024) highlighted significant challenges in attaining these competencies within competency-based curricula, including inadequate teacher preparation for facilitation over rote instruction, resource shortages that limit hands-on practice, difficulties in authentic assessment beyond recall, and resistance to pedagogical shifts. This transition is crucial to fulfill the requirements of a constantly evolving global labor market. In line with this, the pandemic's devastating effects on the worldwide education system have resulted in significant issues for society, disrupting 80% of children's learning, competence, and assessment (Syah *et al.* 2022).

Technical challenges included limited resources and tools and difficulty keeping up with the curriculum (Ünsal *et al.*, 2022). Nevertheless, online education remains ineffective as it fails to deliver the desired outcomes. This is primarily due to the limited accessibility of the internet for most students, stemming from technological and financial limitations (Syah *et al.* 2022). Wang *et al.* (2023) argued that obstacles in technological literacy and competency encompass various difficulties related to the proficiency and competence of students and teachers in effectively utilizing technology for educational purposes. On the other hand, O'Brien *et al.* (2020) conducted research that revealed several weaknesses in physical education (PE) learning during the pandemic. These weaknesses included insufficient online teaching skills, a lack of professional development programs, a decrease in practical learning opportunities, limited



access to facilities and media for online learning, a lack of physical contact leading to limited experiences in PE learning, and the significant and rapid changes in learning during the pandemic.

In addition to the challenges involved, there are factors such as self-regulation problems which include a range of student behaviors that hinder their ability to effectively control their emotions, thoughts, and actions to achieve their learning objectives (Li *et al.*, 2021). Belief problems encompassed pessimistic attitudes and beliefs held by instructors or students regarding using technology for educational purposes. Alienation and isolation issues refer to the emotional discomforts experienced by teachers or students when teaching or studying outside of typical classrooms. Feelings of loneliness and separation from others primarily cause these challenges (Wang *et al.*, 2023).

Physical fitness. The terms "physical activity," "exercise," and "physical fitness" refer to distinct ideas. A 2022 scholarly review, "Physical Activity for Health and Fitness: Past, Present and Future" by Warburton *et al.* (2022), distinguished these concepts precisely: physical activity as any bodily movement increasing energy expenditure (e.g., occupational, sports, or daily tasks), exercise as planned/structured/repetitive physical activity to improve fitness, and physical fitness as health-related (endurance, strength) or skill-related (agility, power) attributes.

However, innovative technologies in physical education have modernized traditional systems through AI, VR, wearables, and analytics, enhancing content delivery and healthy lifestyle services (Zhong *et al.*, 2025). Since COVID-19 began, data on changes in youth physical activity remains scarce, particularly for hybrid PE contexts (Zhong *et al.*, 2025). Saudi and Lameky (2025) added that rising prevalence of sedentary behavior and screen time among young people raises significant concerns, that based on extensive studies, physical inactivity and sedentarism may contribute to a higher risk of non-communicable diseases and mental health issues in the future.

The repercussions of a sedentary lifestyle's progression are relentless, gradual, harsh, and virtually imperceptible. The traditional teaching approach is inflexible as it disregards student differences and limits the opportunities for individualized instruction and remedial support from teachers (Wang *et al.*, 2023). Killian *et al.* (2021) added that it reduces the benefits of physical exercise and makes pupils more prone to sedentary behavior and related issues (e.g., bad posture, tense muscles from prolonged periods of inactivity, and decreased fitness levels).

Sports. The term "sports," according to Warburton *et al.* (2022), it encompasses many physical activities that is done in an organized manner, enhance physical fitness and mental well-being, foster social connections, or achieve competitive outcomes across all levels. Classification systems have expanded the potential for teaching various game formats beyond traditional adult and official versions of major sports by altering how games are portrayed. Initially, O'Connor *et al.* (2022) examined games into four categories (target, net/wall, striking/fielding, and invasion games) which allowed for modifying small-sided conditioned games to cater to individual attributes. This approach also emphasized tactical and technical elements that could be transferred across different games. Given the current global changes in sports participation patterns, examining the prevailing classification framework and its significance in physical education (PE) is appropriate.

The modernization in education has its own pros and cons, especially when it comes to sports. PE teachers and sports coaches must establish the educational conditions that lead to excellent results. Varea *et al.* (2020) noted that sports during hybrid learning had several limitations, including a lack of interpersonal engagement and emotional connection, a diminished sense of PE identity, the absence of physical touch, and a shift towards more individual activities than group-based ones. In addition, Syah *et al.* (2022) argued that online learning methods are deemed insignificant due to the emphasis on physical movements, activities, sports, and games to attain educational objectives; hence, all PE activities are primarily conducted outside. One of the reasons why physical education (PE) and sports are appropriate settings for developing these skills is due to the transferability of these skills to other areas of life. For instance, children can acquire problem-solving abilities in physical education and sports and develop effective communication and teamwork skills. These competencies are essential for their daily lives, such as in their personal and professional environments.

Dance. One area of the physical education curriculum where schoolchildren might be introduced to the creative process is dancing. Dance, especially creative dance, focuses on creating aesthetic value while encompassing human movement's performance, composition, and appreciation (Chappell *et al.*, 2021)). Li *et al.* (2021) revealed that students studying dance and music mostly observe their professors; they follow their moves and play displays intently.



Following their observation, students carefully rehearse by repeating what their teachers have done, and the teachers provide rapid feedback on their physical demonstrations. Hence, one of the last subjects to adopt technology is dance. Rønnestad and Mordal (2022) explained that schoolchildren can participate in embodied cognition-promoting activities through dance-based physical education. Research suggested that interventions can improve creative behaviors and thinking. Numerous studies now demonstrated that such creative thinking and behaviors can be enhanced across the curriculum in subjects by exposing students to activities that require problem-solving, exhibiting flexibility, improvising, or adapting to new stimuli, and responding to unexpected situations. Traditionally, arts-based education has been the subject matter most closely associated with creativity promotion and cultivation, and arts-based intervention studies in schools have been shown to positively impact young children's creativity (Hervás-Escudero *et al.*, 2023).

According to Hung (2023), improperly executing even an essential dance step through the wrong methodology and inadequate body alignment can cause injuries to dancers, impeding their progress in dance education and hindering their ability to master more intricate movements. Even while technology improves education, socioeconomic position affects access and knowledge. Concerns about similar issues are often raised when technology is used in artistic expression. For instance, Power and Kannara (2016) listed several issues that affect the involvement of "digital residents," such as the lack of flexibility in the interface and navigation, the time-consuming construction of materials, the tutors' proficiency with technologically aided teaching methods, and more. Certain performing arts depended primarily on one-on-one instruction and in-person interaction; as a result, their suitability for blended learning may be limited due to the additional time commitment required for preparation (Li, 2020).

First-aid treatment. First aid provides urgent assistance to individuals suddenly ill or injured by non-professionals before the arrival of professional medical treatment. Observational studies have indicated that in over 50% of cases, onlookers were present at the accident scene prior to the arrival of medical assistance. If these onlookers had the capability and willingness to help, they possess the capacity to rescue lives (Duut *et al.*, 2022). International Federation of Red Cross and Red Crescent Societies (IFRC, 2020) argued that a substantial number of individuals should receive training in first aid. Due to their ongoing physical and mental development, school pupils are particularly susceptible to many hazards. Children are more susceptible to the hazards of accidents and injuries, necessitating a higher frequency of first aid compared to adults. These injuries can occur during sporting events or while participating in school-organized extracurricular activities such as cycling, swimming, and gaming.

Typically, the teacher is the initial individual responsible for attending to an injured kid at school. Nevertheless, according to Adal *et al.* (2022), most teachers responded incorrectly when asked about the proper first aid procedures for epistaxis, bee stings, and abrasions. Given the frequency of accidents at schools, it is probable that the first adult to assist the injured person would be the instructor. Teachers frequently must fill in for school health team members because they are not always available. Consequently, teachers should possess extensive knowledge and proficiency in first aid. While individuals may demonstrate competence in responding to burns, bruises, and fractures, only a small number can administer proper first aid in situations that pose a serious risk to life.

A 2022 study by Zenani *et al.* examined school-based CPR training for teachers and students and found significant improvements in knowledge and skills post-intervention, though retention challenges persisted without refreshers—emphasizing teachers' role as first responders in PE settings. The institution must consider these when establishing and upgrading hybrid delivery courses. Türk Fen ve Sağlık Dergisi by Çelik and Çelik (2022) discussed challenges in distance education for first and emergency aid programs, with students expressing high agreement that online methods inadequately develop professional knowledge, practical skills, and effectiveness compared to face-to-face training.

Strategies to overcome challenges during Hybrid Learning Modality. Over the past decade, technology has improved academic achievement, facilitated deeper learning, and increased student satisfaction (Li *et al.*, 2021). Syah *et al.* (2022) added that physical education (PE) must be flexible and adaptable to accommodate various learning techniques to ensure its survival in the future. Teachers must possess the ability to employ diverse methodologies that have been demonstrated to be successful and productive in enhancing the caliber of physical education instruction. The instructional design issues in synchronous and asynchronous learning encompassed the need to systematically organize and rationalize all components of the teaching and learning process in advance, considering the student's unique qualities and the teachers' teaching styles (Li *et al.*, 2021). Rasheed *et al.* (2020) also revealed that if



implemented well, blended synchronous learning can enhance students' co-presence flexibility and accessibility of course offerings.

Real time instruction. Real time instruction is a teaching method where instructors and students interact simultaneously (as in synchronous learning) in different physical locations, using platforms like WebEx, Bongo Virtual Classroom, LEARN's chat function, and Google Docs for live streaming and collaborative document editing. Wang *et al.* (2023) suggested that teachers should create a conducive online learning environment through project-based, experiential, and collaborative activities, fostering personal and professional growth, and promoting cooperative learning, which emphasized social outcomes. These methodologies include Cooperative Learning, which emphasizes social learning outcomes, including cooperation and the student's capacity to provide mutual support. The Games-Centered Approach is a student-centered teaching method that places the game at the core of the lesson, aiming to create an enjoyable learning environment. The teaching games for understanding approach enhances students' decision-making abilities and performance in games and sports. Also, the study by Syah *et al.* (2022) revealed that to overcome these challenges, educators, policymakers, and stakeholders must work together in a coordinated manner.

Proper training, resource allocation, and policy reform implementation are crucial to assisting this transition efficiently. The critical components of effective online teaching and learning in physical education programs are creating online learning practices, facilitating teacher-student interaction, transferring pedagogical knowledge and online content, and utilizing instructional tools and technologies (Killian *et al.* 2021). However, the implementation must be optimal; ensuring that learning activities persist even under limited circumstances is crucial. Killian *et al.* (2021) included recommendations for components for teachers to follow such as; (1) encouraging student socialization during assignments by encouraging family participation and online peer instruction; (2) make it a priority to provide opportunities for students to use physical activity as a strategic way to manage their mental health and break through their sedentary habits when learning from home; (3) encourage pupils to participate in appropriately challenging learning opportunities and instructional assignments; (4) as always, lessons should be enjoyable for students to engage with and learn.

Self-directed learning. Self-directed learning (SDL) enables learners to take control of their learning process and make informed choices about the specific knowledge or skills they wish to acquire. Although SDL is typically used in experiential or co-curricular settings, the abilities required for SDL should be presented and cultivated throughout the curriculum's didactic phase, enabling pupils to cultivate skills gradually, a process sometimes referred to as scaffolding (Robinson & Persky, 2020). In this method of teaching, the learner establishes objectives, decides how to measure progress, outlines the order and organization of activities, creates a schedule, identifies resources, and actively seeks feedback. Carefully providing support and organizing the learning process is essential to cultivate the fundamental interpersonal skills required for pupils to excel as independent learners.

Li *et al.* (2022) revealed that self-directed learning (SDL) is an educational approach that gives learners the autonomy to choose and pursue the specific knowledge and skills they wish to acquire. SDL usually occurs in experiential or co-curricular environments. However, the abilities required for SDL should be introduced and cultivated throughout the curriculum's didactic phase, enabling pupils to cultivate skills gradually, a process sometimes referred to as scaffolding. To create SDL, instructors must initially comprehend its concept and fundamental elements. The six-step approach has the following components: goal development, assessment outline, activity structure and sequence identification, timeframe establishment, resource identification, and mentor/faculty member feedback provision.

Asynchronous learning in physical education fosters self-directed learning by shifting responsibility to students through flexible, technology-mediated tasks, though constraints like limited IT skills persist. Rochman and Pertiwi (2020) highlighted pandemic-era advances in "learning from home," such as rhythmic gymnastics practice at students' chosen times with teacher facilitation, despite preparation gaps. Rahman *et al.* (2021) affirmed adequate outcomes from video-based activities promoting health and motor skills, where students plan practice, review materials, and self-correct—core self-directed behaviors.

Strelan *et al.* (2020) defined a flipped classroom as an instructional approach in which students acquire fundamental knowledge before attending class and utilize it during class time. The article by Monterrat *et al.* (2022) examined flipped classroom strategies highlighting how pre-class preparation enables personalized learning plans, activation of



prior knowledge, skill-building (applicable to topics like hypertension classification and treatments), and innovative in-class application—directly mirroring the description of self-directed learning enhancements.

Relationship between the challenges and utilization of the strategies. Physical education (PE) has the potential to contribute to the attainment of many beneficial outcomes in school and life. O'Brien *et al.* (2020) indicated that the primary barriers to the adoption of online learning were the scarcity of resources offered by schools in the area, the large number of students without access to devices, and the students' incapacity to use the internet. This claim was pertinent to the study wherein educators, parents, students, and legislators had difficulties due to a lack of support for technology and digitality. In the current digitization era, this issue is quite problematic when considered globally, thus educational institutions such as schools and universities must be ready to evolve and adapt to numerous changes in the system of education. The experts discussed the advantages of hybrid learning for students despite the difficulties they faced. The ability to record online class sessions for students to use for self-study is beneficial, especially for those who take initiative and examine the video recordings before asking questions. Another significant issue that the study participants were concerned about was assessment. A study by Beatty (2022) observed difficulties in changing the assessment procedures and stopping students from cheating on tests in the context of hybrid teaching, despite their general perception that they could preserve assessment fairness in hybrid instruction. The more challenges encountered, the higher the strategies are presented in improving hybrid instruction that range from offering professional development programs on how to boost students' online involvement to providing hardware and software assistance. These findings also point to strategies for achieving sustainability in hybrid teaching and learning practices by providing academics with the necessary tools to meet the obstacles thus, creating an opportunity to address every concern through suggestions, assessments, and feedbacks of the challenges encountered to better the strategies of the academe. Although hybrid learning has advantages and disadvantages, these problems provide opportunities to revamp learning programs, settings, and designs, enhancing learning experiences and elevating the quality of physical education (Li *et al.*, 2021).

Relationship between the profile of the teachers and their challenges. The researcher considers the teaching position held, highest educational attainment, length of service, and number of trainings in a belief that these profile variables are important in determining the challenges experienced.

On teaching position held. Multiple research studies have shown that new teachers need help during their first few years of teaching, which hinders their ability to deliver high-quality instruction in classrooms. This lack of knowledge and skills ultimately impacts students' learning outcomes (Darling-Hammond *et al.*, 2022) thus, professional development is crucial for teachers to attain progress and outcomes in education. Leading light in the field of physical education, including Lillard and McClendon (2022) highlighted Montessori approaches -the value of experiential learning and hands-on activities in fostering physical development. Modern methods to physical education, which emphasized holistic development and the integration of body and mind, owe a great deal to their work. High-position teachers, who hold leadership roles in educational institutions, have been instrumental in driving the adoption of online learning in physical education. Hence, to ensure that students receive high-quality instruction and support in the context of online learning, high-position teachers are essential in converting traditional teaching strategies to the digital medium. High-position teachers have a significant influence on the challenges and opportunities for online learning in physical education. These individuals have the necessary knowledge and experience to create successful teaching methods that increase student engagement and motivation (Ko & Hall, 2020). These qualities enabled educators to utilize technology in constructing dynamic online learning environments that appeal to a variety of learning styles and abilities. However, obstacles may occur during the implementation of online physical education programs, such as guaranteeing equity and access for all students, resolving technological concerns, and encouraging social connections in a virtual context. According to Gepila (2020), Philippine colleges and universities must enhance their teaching skills to support the growth of research universities globally, which is crucial for enhancing the quality of life. Teachers' fundamental quality, teaching skills, industry knowledge, and research capabilities are assessed to identify gaps and provide appropriate interventions. Meeting teacher competency standards requires personal effectiveness, professional and intellectual efficiency, and a focus on research-focused strategies and leveraging teachers' expertise.

On highest educational background. Teachers with varied educational backgrounds have distinct professional development demands. Those with postgraduate degrees may seek more specific training relating to technology integration in PE, while less experienced instructors could require basic training in both physical education pedagogy



and digital teaching approaches. Addressing these needs can increase overall teaching quality. According to Spittle and Spittle (2022), PE teachers (and preservice teachers) with advanced credentials like master's degrees exhibit higher teaching efficacy and self-efficacy, particularly crucial for hybrid learning integration. It links educational attainment to greater work engagement and effectiveness in blended contexts. Sum and Dizon (2022) also further explained that PE teachers with postgraduate training exhibit higher activity, focus, and concentration during lessons—key for sustaining student engagement and motivation, especially in hybrid settings where interest can wane. It emphasized specialized professional development over general education for these gains. The lack of link between the technical expertise of PE teachers and their educational background and teaching experience implies that variables other than formal education may play a role in their competency with technology. The widespread use of technology in physical education can be ascribed to the specialized training provided by schools and postgraduate studies, highlighting the importance of targeted professional development programs in improving instructors' technical skills. The survey conducted by Seldura *et al.* (2024) examined the technology Pedagogical and Content Knowledge level of physical education (PE) teachers, where findings revealed that PE teachers demonstrated different technology and content knowledge levels influenced by their educational backgrounds. Specifically, those with a bachelor's degree scored at an average level. In support to this, teachers could modify their ideas and adapt their methods to ensure the provision of high-quality and effective instruction Loayon *et al.* (2022).

On length of service. Cox *et al.* (2023) surveyed UK PE teachers and found greater teaching experience positively associated with delivering muscular fitness activities, perceived expertise, and using assessments to inform programs. Moreover, seasoned educators frequently exhibit greater proficiency in adjusting to novel pedagogical approaches and technology, which is crucial in a hybrid learning context (Alves *et al.*, 2020). Furthermore, experienced educators may possess varied professional development requirements in contrast to inexperienced instructors. Conversely, novice PE teachers may struggle especially in hybrid settings due to lack expertise with both classroom management and the incorporation of technology into their teaching techniques. A 2022 study by Spittle *et al.* on pre-service primary PE specialist teachers' confidence and motivation reveals that those with less training and experience report significantly lower confidence in managing and implementing hybrid PE classes, which correlates with reduced motivation and poorer anticipated student outcomes.

Shagiakhmetova *et al.* (2022) examined on primary teachers' difficulties during compulsory distance education amid COVID-19 school closures and emphasizes that teachers' personal attitudes, limited tech skills, and prior experiences significantly hinder building effective online program components, leading to suboptimal student engagement and learning continuity.

The swift transition to online education delivery methods, from early childhood to higher education, has significantly increased staff workloads. They are responsible for transferring teaching content and materials to the online platform and acquiring the necessary skills to effectively use the required software (Killian *et al.*, 2021). As the shift from traditional classrooms to e-learning rose, Alves *et al.* (2021) discovered that instructors with more years of employment tend to have increasingly negative perceptions of the profession. Teachers who have been in service for a more extended period face more challenges in teaching, especially with technological advancements, and have a more pessimistic outlook on their professional future. A decline in their overall professional well-being is observed.

On number of trainings. The amount and quality of training sessions that physical education (PE) instructors receive significantly impact their effectiveness in hybrid learning contexts. This influence may be detected across multiple dimensions, including instructional methods, student involvement, and overall educational performance (Apriyanto, 2021). It also suggested that continual professional development is crucial for PE teachers to adapt to hybrid learning approaches effectively. According to Hediandah and Surjono (2020), teachers who engaged across multiple training sessions demonstrate improved abilities in curriculum design and management of online courses, which are crucial in a blended learning scenario. Enhanced training helps instructors to incorporate diverse technology and teaching methodologies, ultimately increasing the learning experience for students. Increased training corresponds with increased levels of student engagement and motivation during hybrid classes. In addition, Moore *et al.* (2023) believed that PE teachers who are well-trained can develop more dynamic and interactive classes that keep students interested, even when some of the instruction occurs online. Cui *et al.* (2022) highlighted the importance of integrating knowledge and teaching practice to develop professional instructors and convey instructional objectives effectively. Teachers should incorporate their professional knowledge into their daily routine and put it into practice. According



to the theories, professional development is crucial for teachers to strengthen their technology skills, warranting teachers to adapt their teaching style to the latest learning environment (Osman & Warner, 2020). Evidence shows that children respond well to well-structured hybrid programs, leading to greater physical fitness and a more favorable attitude towards physical activity. Educational leaders organize professional development opportunities for teachers based on the belief that such experiences enhance teachers' knowledge and skills and inspire them to apply new ideas in their classrooms, positively improving student outcomes. Unfortunately, even though teachers have many opportunities to grow in their careers, few of them have taken chances for three reasons: The individual is facing (1) financial hardship, (2) time constraints due to several school assignments or family obligations taking precedence, and (3) a sense of contentment or satisfaction with their current level of knowledge. Many instructors in the country have rejected these opportunities without considering the personal and professional advantages they offer. On the other hand, training tackles the technology problems that many PE teachers encounter. Teachers frequently exhibit hesitancy or unfavorable opinions regarding the use of technology in classroom owing to poor training. Regular professional development helps reduce these challenges by equipping instructors with the essential skills and confidence to utilize technology effectively into their teaching methods (Mayantao & Tantiado, 2024).

Relationship of the profile of the teachers and their perceived utilization of strategies. The researcher considers the profile of the teachers- teaching position held, highest educational attainment, length of service, and number of trainings, in belief that these variables are important in determining their perceived utilization of strategies.

On teaching position held. Mabasa and Mahlangu (2024) on a study of secondary school teachers revealed significant differences in collaborative teaching strategy utilization across demographics such as age and gender, with younger and female teachers reporting higher adoption rates—suggesting that position and experience partially shape perceptions. However, Syah *et al.* (2022) indicated weak correlations, as teachers across ranks employ similar strategies amid hybrid learning pressures.

On highest educational attainment. Adu-Gyamfi *et al.* (2025) explained that there is no significant relationship between teacher qualifications (including highest educational attainment) and their instructional behaviors or skills. This aligns with physical education contexts where attainment shows very weak links, implying uniform strategy reliance across qualification levels amid hybrid demands.

On length of service. Weak correlation arises because strategy utilization is driven more by immediate contextual factors—such as resource access, student needs, and school policies—than accumulated years on the job. Veteran teachers might rely on ingrained habits or trial-and-error from past challenges, while newer ones draw from recent training or peer support, leading to convergent practices rather than divergent expertise. In physical education, where hands-on activities must adapt to online/hybrid formats, shared barriers like technology limits equalize responses across experience levels. (Agyemang & Amoah, 2025). These patterns suggest institutional interventions, like universal professional development or strategy toolkits, are more effective than experience-targeted programs.

On number of trainings. A study by Dayag *et al.* (2026) found moderate to strong relationship between program quality and strategy use, but when grouped by profile variables like trainings attended, differences were minimal or non-significant, indicating that frequency alone does not drive utilization- relevance and follow-up support matter more.

Methodology

Research design. This is a quantitative study that utilized a descriptive-correlational approach. It is descriptive because this described the challenges encountered and strategies used by physical education teachers during hybrid. On the other hand, it is also correlational because the mentioned variables were correlated. This was carried out by using survey forms (questionnaires) accessed through Google form, to gather the data needed for the study.

Research environment. This study was conducted in the secondary schools under the Schools Division of Tanjay City in five out of six districts, namely: North, South, Pamplona 1, Pamplona 2, and Pamplona 3 since West district is an elementary school-district. Overall, SDO-Tanjay City has twenty-four (24) public secondary schools, located in both rural and urban areas- with forty-six (46) junior high school physical education teachers. Nineteen (19) of these



schools have school or community installed internet connection, personal smartphones and shared DepEd provided gadgets such as personal computers, tablet PCs, and laptops. Understanding these settings was essential to placing the study's conclusions and consequences in context.

Research respondents. The respondents comprised all 46 Junior High School physical education teachers in Tanjay City Division, a complete census due to their limited number who had experienced hybrid learning amid class suspensions and faced challenges in achieving skill-based competencies in this setting.

Research instruments. Validated questionnaires were used in surveys to systematically gather data from a census of respondents. The questionnaire was validated by a doctor of research and evaluation, the MAPEH supervisor, and a doctoral student in research and evaluation. In this method, respondents voluntarily provided the data and responses. Likert scale or closed-ended response alternatives were commonly used in the structuring of the questions.

Questionnaires were administered by the researcher to the identified teacher respondents. This instrument was comprehensively made that questions specifically target the goals of this study. The challenges encountered (e.g., access to materials, technological difficulties, student participation to the HL setting), strategies utilized (e.g., lesson plan modifications, online tool integration, remote learning), and perception of outcomes (e.g., student learning, teacher satisfaction).

To test the instrument's reliability, a dry run was conducted using statistical metric called Cronbach's Alpha which assesses how closely connected a collection of things are to one another. It evaluated whether a questionnaire's items consistently measure the same underlying construct or dimension. After distributing the questionnaire to a sample of the study's physical education teachers, each subscale or the questionnaire's overall Cronbach's Alpha was calculated using statistical software. Results showed the following Cronbach's Alpha Coefficients: On challenges encountered, 0.978 for physical fitness, 0.950 for sports, 0.955 for dance and 0.940 for first-aid treatment. For strategies utilized, self-directed learning got 0.845 and 0.984 for real-time instruction. Since all values are $>.70$, items in all variables are reliable.

The questionnaire comprised four parts. Part I contained the disclosure statement, Part II, profile of the teachers, which includes, teaching position, length of service, highest educational attainment, and relevant trainings attended. Part III, challenges encountered by PE in teachers in achieving skill-based competencies, and Part IV, strategies utilized by physical education teachers in achieving skill-based competencies.

Research Procedures. Prior to conducting the study, the researcher sent a letter of request to conduct the study to the Dean of Foundation University Graduate School for recommendation to the Schools Division Superintendent of Tanjay City. Once acknowledged, an approved endorsement letter from the Schools Division Superintendent's office was then submitted to the district heads' offices and handed down to school principals. After obtaining consent, the researcher scheduled questionnaire administration via Google Forms to avoid disruptions and ensure respondent preparedness.

The researcher expounded on the research's purpose, significance, and methodology while distributing the questionnaire and explaining each item.

A dry run was conducted to ensure the study's validity and reliability while minimizing errors in data gathering. Responses were recorded immediately after teachers completed the survey for subsequent data analysis.

Results and Discussion

Table 1.1a

Extent of Challenges Encountered by PE teachers on the Skill-Based Competencies in Terms of Physical Fitness (N=46)

Challenge Indicators	$\bar{x}$	EoC
Setting goals based on assessment results	3.47	H



1. Analyzes personal fitness assessment data to identify strengths and areas for improvement.	3.47	H
2. Develops specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned with individual physical health and skill needs.	3.51	H
3. Uses assessment data to design a personalized training schedule that includes frequency, intensity, time, and type (FITT principle) of exercises.	3.42	H
Preparing an exercise program	3.49	H
1. Assesses individual fitness levels and needs to determine appropriate exercise components.	3.47	H
2. Designs a structured exercise program that includes warm-up, conditioning, cool-down, & recovery phases.	3.40	M
3. Selects exercises and plans intensity, duration, frequency, and progression tailored to personal goals and health considerations.	3.60	H
Undertaking physical activity and physical fitness assessments	3.48	H
1. Selects appropriate physical fitness tests (e.g., endurance, strength, flexibility) based on assessment goals.	3.62	H
2. Administers fitness tests correctly following standardized procedures to ensure reliable and valid results.	3.38	M
3. Records, interprets, & communicates assessment data accurately to guide future physical activity planning.	3.44	H
Reviewing goals based on assessment results	3.34	M
1. Evaluates progress by comparing current assessment data with previously set goals.	3.22	M
2. Identifies barriers and factors influencing achievement or non-achievement of goals through self-reflection and data analysis.	3.40	M
3. Revises or sets new realistic and measurable goals based on assessment outcomes to improve physical fitness or skill performance.	3.40	M

Note: Extent of Challenge (EoC); 4.21–5.00, Very High (VH); 3.41–4.20, High (H); 2.61–3.40, Moderate (M); 1.81–2.60, Low (L); 1.00–1.80, Very Low (VL)

The data in Table 1.1a reveal that physical education experience challenges in delivering lessons on physical activity-related competencies to an overall moderate to high extent (three of four competencies rated high extent; one moderate) with the competency “prepares an exercise program” showing the highest mean score of 3.49.

Table 1.1b

Extent of Challenges Encountered by PE teachers on the Skill-Based Competencies in Terms of Physical Fitness (N=46)

Challenge Indicators:	$\bar{x}$	EoC
Conducting physical activity and physical fitness assessments of family/school peers.	3.36	M
1. Selects appropriate fitness assessment tools and protocols suitable for peers or family members' age and health status.	3.42	H
2. Demonstrates proper administration of physical fitness tests ensuring safety, accuracy, and comfort of those assessed.	3.36	M
3. Records and provides clear, constructive feedback on assessment results to peers or family members to encourage improvement and awareness.	3.31	M
Preparing a physical activity program.	3.39	M
1. Assesses the physical activity needs and preferences of the individual or group to inform program design.	3.44	H
2. Develops a balanced physical activity program (warm-up, main activity, and cool-down components).	3.27	M
3. Plans the frequency, intensity, duration, and types of activities ensuring alignment with health guidelines and participant goals.	3.44	H
Participating in active recreation.	3.50	H
1. Selects appropriate active recreational activities based on personal interests, physical abilities, and available resources.	3.49	H



2. Demonstrates proper techniques, safety measures, and etiquette while engaging in various active recreation activities.	3.58	H
3. Reflects on personal experiences and improvements in fitness or skills gained through participation in active recreation.	3.44	H
Engaging in moderate to vigorous physical activities in & out of school (≥60 min/day)	3.59	H
1. Demonstrates understanding of what constitutes moderate and vigorous physical activity by identifying examples and distinguishing between intensity levels.	3.60	H
2. Consistently participates in physical activities that elevate heart rate and breathing for at least 60 minutes daily, demonstrating endurance and effort.	3.58	H
3. Applies knowledge of physical activity guidelines to plan and engage in varied exercises both inside and outside of the school environment that meet recommended intensity and duration.	3.58	H
Composite	3.45	H
Standard Deviation	1.11	

Note: Extent of Challenge (EoC); 4.21–5.00, Very High (VH); 3.41–4.20, High (H); 2.61–3.40, Moderate (M); 1.81–2.60, Low (L); 1.00–1.80, Very Low (VL)

The data in Table 1.1b reveal that teachers encounter challenges in physical-activity related competencies to a moderate to high extent. Result shows two competencies yielding high extent, and two with moderate extent, notably “engages to moderate to vigorous physical activities in and out of school for at least 60 minutes a day” gets the highest mean of 3.59.

Table 1.2

Extent of Challenges Encountered by PE teachers on the Skill-Based Competencies in Terms of Sports (N=46)

Challenge Indicators:	$\bar{x}$	EoC
Describing the nature and background of the sport.	3.45	H
1. Explains the historical origins and evolution of the sport, including significant milestones and cultural influences.	3.42	H
2. Describes the fundamental rules and objectives that define how the sport is played.	3.44	H
3. Explains the roles and positions of players within the sport and the basic skills required for each role.	3.49	H
Executing the skills involved in the sport	3.57	H
1. Demonstrates mastery of fundamental movement skills such as running, jumping, throwing, catching, kicking, and striking applicable to the chosen sport.	3.51	H
2. Executes sport-specific technical skills with accuracy, control, and proper form, adapting to varying conditions of speed, fatigue, and pressure.	3.58	H
3. Performs skills consistently at the required intensity and under competitive conditions, displaying coordination, timing, and strategic application within the sport context.	3.62	H
Officiating practice and competitive games	3.56	H
1. Demonstrates understanding of game rules and regulations to ensure fair play during practice and competitions.	3.47	H
2. Applies proper officiating techniques, including signaling and positioning, to effectively manage game flow.	3.56	H
3. Communicates decisions clearly and confidently to players, coaches, and spectators while maintaining impartiality.	3.67	H
Composite	3.53	H
Standard Deviation (SD)	1.19	

Note: Extent of Challenge (EoC); 4.21–5.00, Very High (VH); 3.41–4.20, High (H); 2.61–3.40, Moderate (M); 1.81–2.60, Low (L); 1.00–1.80, Very Low (VL)

Table 1.2 reveals that PE teachers encounter challenges in sport-related competencies to a high extent with “executes the skills involved in the sport” showing the highest mean of 3.57.



Table 1.3

Extent of Challenges Encountered by PE teachers on the Skill-Based Competencies in Terms of Dance (N=46)

Challenge Indicators:	$\bar{x}$	EoC
Describing the nature and background of the dance	3.53	H
1. Explains the historical origins and cultural significance of the dance.	3.53	H
2. Identifies key elements, themes, and styles that characterize the dance form.	3.53	H
3. Analyzes the influence of social and cultural contexts on the development of the dance.	3.53	H
Executing the skills involved in the dance	3.55	H
1. Demonstrates proper body movements and postures specific to the dance style.	3.53	H
2. Performs coordination and timing skills to align with the rhythm and music of the dance.	3.56	H
3. Applies balance, flexibility, and control to execute dance techniques accurately and gracefully.	3.56	H
Composite	3.54	H
Standard Deviation	1.19	

Note: Extent of Challenge (EoC); 4.21–5.00, Very High (VH); 3.41–4.20, High (H); 2.61–3.40, Moderate (M); 1.81–2.60, Low (L); 1.00–1.80, Very Low (VL)

Table 1.3 shows an overall high extent of challenge encountered by PE teachers in terms of teaching dance in hybrid learning environment; notably, “executes the skills involved in the dance” has the highest mean of 3.55.

Table 1.4

Extent of Challenges Encountered by PE teachers on the Skill-Based Competencies in Terms of First Aid Treatment (N=46)

Challenge Indicators:	$\bar{x}$	EoC
Performing appropriate first aid for injuries and emergency situations in physical activity and sports settings (e.g., cramps, sprain, heat exhaustion)	3.47	H
1. Recognizes the signs and symptoms of common injuries and emergency conditions during physical activities.	3.42	H
2. Applies correct first aid procedures for specific injuries such as cramps, sprains, and heat exhaustion.	3.51	H
3. Demonstrates safe and timely response techniques including injury assessment, treatment, and when to seek professional medical help.	3.47	H

Note: Extent of Challenge (EoC); 4.21–5.00, Very High (VH); 3.41–4.20, High (H); 2.61–3.40, Moderate (M); 1.81–2.60, Low (L); 1.00–1.80, Very Low (VL)

Table 1.4 reveals a high extent of challenge encountered by physical education teachers in first-aid related competencies with a mean of 3.47.

Table 2.1

Extent to which Teachers Utilize the Strategies to Overcome the Challenges during Hybrid Learning Modality in Terms of Self-Directed Learning (N=46)

Challenge Indicators:	$\bar{x}$	EoU
1. Create pre-recorded videos showing the proper execution of skills and send to students through any available social media accounts, and shareable presentations and handouts.	3.67	H
2. Send links of online videos that will help the students further understand the lesson.	3.87	H
3. Create a google drive containing all online resources that students can easily access.	3.33	M



4. Require the students to record videos of their performances, sent through any online platforms. (i.e., YouTube (unlisted), MS teams, google drive) provided with rubrics with attainable criteria.	3.78	H
5. Create activity packets or workbooks containing fitness challenges, skill-building exercises, dance interpretations and first aid/health-related activities that students can complete at home without the need for internet access.	3.53	H
6. Provide students with printed fitness challenge calendars or tracking sheets where they can record their daily physical activity, such as the number of steps taken, minutes of exercise, or types of activities performed. Encourage them to set personal goals and track their progress over time.	3.40	M
7. Provide printable resources containing emergency first aid treatments that students can refer to and use offline.	3.64	H
8. Encourage students to engage in outdoor fitness challenges, nature walks, scavenger hunts, or community-based activities that promote physical activity and exploration of the natural environment with daily journal as proof of execution of the activity.	3.89	H
9. Distribute fitness kits or loan fitness equipment such as jump ropes, resistance bands, or exercise mats to students to use at home for physical activity and skill development, with daily reflection as proof of doing the activity.	3.04	M
10. Introduce and provide game mechanics of traditional games, sports, and recreational activities that can be played indoors or outdoors with minimal equipment, such as tag, hopscotch, jump rope, or relay races.	3.78	H
11. Distribute Self Learning Modules (SLMs) to learn a specific topic at their own pace and place, providing a guided learning experience with content, activities, and assessments to ensure understanding.	3.80	H
12. Encourage goal-setting and self-assessment using rubrics or checklists that learners can use to evaluate their own mastery of skills in fitness, sports, dance, and first aid.	3.82	H
13. Provide curated reading material, instructional guides, and tutorials for learners to explore theory and techniques related to physical education competencies.	3.71	H
14. Incorporate self-guided mindfulness and body awareness exercises to enhance coordination, balance, and injury prevention.	3.71	H
15. Promote self-led practice with video tutorials that include step-by-step breakdowns for complex skills like choreography or advanced athletic moves.	3.73	H
Composite	3.65	H
Standard Deviation (SD)	1.11	

Note: Extent of Utilization (EoU); 4.21–5.00, Very High (VH); 3.41–4.20, High (H); 2.61–3.40, Moderate (M); 1.81–2.60, Low (L); 1.00–1.80, Very Low (VL)

Table 2.1 details a moderate to high extent of PE teachers' utilization of strategies to overcome challenges in terms of self-directed learning during hybrid learning, with "encourage students to engage in outdoor fitness challenges, nature walks, scavenger hunts, or community-based activities that promote physical activity and exploration of the natural environment with daily journal as proof of execution of the activity" shows the highest mean of 3.89.

Table 2.2

Extent to which Teachers Utilize the Strategies to Overcome the Challenges during Hybrid Learning Modality in Terms of Real-Time Instruction (N=46)

<i>I utilized the following strategies to a certain extent:</i>	$\bar{x}$	EoU
1. Conduct live PE classes via platforms like Zoom or Google Meet where instructors guide students through exercises, demonstrate movements, and provide instant feedback in real time.	2.98	M
2. Require the students to have a live performance/execution of activities through any of the available online platforms. (i.e., MS teams, google meet, zoom, messenger)	3.31	M
3. Use fitness apps or platforms that allow teachers to monitor student performance live and give immediate corrective feedback, helping students adjust their technique and effort during activities. (i.e, Google Fit, MyFitnessPal, Coach's Eye)	3.04	M



4. Real-Time Performance Monitoring through recording and replay students' performances with slow-motion and annotations for real-time analysis using Coach's Eye, Hudl Technique applications.	3.24	M
5. Collaborative Group Challenges through organizing live quiz competitions or task challenges that teach strategies and teamwork through Kahoot! And Quizizz, Padlet.	3.53	H
6. Digital game-based PE apps such as Brain Breaks PE and GoNoodle provide short, engaging movement games in real time.	3.02	M
7. Home workout apps like Nike Training Club and 7 Minute Workout offer guided exercises suitable for limited spaces during live classes.	2.98	M
8. Combine live skill practice with asynchronous using online platforms: Canvas, Schoology, Google Classroom	3.24	M
9. Record and analyze student performance instantly by screen sharing.	3.36	M
10. Involve families in live fitness challenges and events to boost motivation and support through Zoom and Facebook Live.	3.02	M
11. Teachers collaborate on real-time lesson preparation and resource sharing using Microsoft Teams, Slack, and Google Drive	3.29	M
12. Motivate students through live synchronous group workouts, such as Tabata or circuit training sessions, guided by the instructor's timed cues.	3.02	M
13. Host live Q&A or troubleshooting sessions focused on sport skills, fitness techniques, or injury prevention to clarify learner doubts promptly.	3.09	M
14. Implement active learning strategies in live online PE classes, like think-pair-share or jigsaw, for cognitive engagement alongside physical practice	3.29	M
15. Provide breakout room group activities during live classes that encourage peer interaction and collaboration in skill practice or strategy discussion.	3.31	M
Composite	3.18	M
Standard Deviation (SD)	1.37	

Note: Extent of Utilization (EoU); 4.21–5.00, Very High (VH); 3.41–4.20, High (H); 2.61–3.40, Moderate (M); 1.81–2.60, Low (L); 1.00–1.80, Very Low (VL)

Table 2.2 indicates an overall moderate extent of utilization of strategies to overcome challenges in terms of real-time instruction with a composite mean of 3.18. This finding suggest that PE teachers apply real-time strategies (e.g., live video demos or synchronous feedback) inconsistently in hybrid settings, likely due to tech barriers, varying student access, or time constraints common in PE's active format.

Table 3

Relationship between the Extent to Which Physical Education Teachers Encounter Challenges on the Skill-Based Competencies and Their Utilization of the Strategies (N=46)

Challenges on Skill-Based Competencies	Utilization of Strategies		
	Self-Directed Learning	Real-Time Instruction	Overall
Physical Fitness	$r_s = 0.458$ (moderate)	$r_s = 0.496$ (moderate)	$r_s = 0.566$ (strong)
Sports	$r_s = 0.470$ (moderate)	$r_s = 0.300$ (moderate)	$r_s = 0.441$ (moderate)
Dance	$r_s = 0.439$ (moderate)	$r_s = 0.302$ (moderate)	$r_s = 0.426$ (moderate)
First-Aid Treatment	$r_s = 0.665$ (strong)	$r_s = 0.434$ (moderate)	$r_s = 0.631$ (strong)
Overall	$r_s = 0.560$ (strong)	$r_s = 0.451$ (moderate)	$r_s = 0.564$ (strong)



Note: Between ± 0.50 to ± 1.00 , $\pm$ strong relationship; ± 0.30 to ± 0.49 , $\pm$ moderate relationship; ± 0.10 to ± 0.29 , $\pm$ weak relationship; ± 0.01 to ± 0.09 , $\pm$ very weak relationship

Table 3 reveals a strong overall correlation ($r_s = 0.564$) between physical education (PE) teachers' encountered challenges and their strategy utilization, with strong relationships for physical fitness ($r_s = 0.566$) and first-aid treatment ($r_s = 0.631$), and moderate ones for sports ($r_s = 0.441$) and dance ($r_s = 0.426$).

Table 4

Relationship between the Profile of the Teachers and Their Extent of Challenges Encountered (N=46)

Extent of Challenges and...	r_s	Degree of Relationship
Teaching Position Held	0.160	Weak
Highest Edu. Attainment	0.018	Very Weak
Length of Service	0.224	Weak
No. of Hrs. of Relevant Training		
• Content-Based Trainings	0.033	
• Pedagogy in PE Trainings	0.081	Very Weak
• Health and Nutrition Trainings	0.139	Weak
• Safety and First-Aid Trainings	0.114	Weak
• Integration of PE Trainings	0.044	Very Weak
• Overall	0.090	Very Weak

Note: Between ± 0.50 to ± 1.00 , $\pm$ strong relationship; ± 0.30 to ± 0.49 , $\pm$ moderate relationship; ± 0.10 to ± 0.29 , $\pm$ weak relationship; ± 0.01 to ± 0.09 , $\pm$ very weak relationship

Table 4 presents weak to very weak relationship ($r_s = 0.090$) between the profile of the teachers and their extent of challenges encountered, with weak relationship in teaching position held ($r_s = 0.160$), length of service ($r_s = 0.224$), health and nutrition ($r_s = 0.139$), and safety and first-aid trainings ($r_s = 0.114$), and very weak relationship in highest educational attainment (0.018), pedagogy in PE trainings ($r_s = 0.081$), and integration of PE trainings ($r_s = 0.044$).

Table 5

Relationship between the Profile of the Teachers and Their Perceive Utilization of Strategies (N=46)

Extent of Challenges and...	r_s	Degree of Relationship
Teaching Position Held	0.156	Weak
Highest Edu. Attainment	0.066	Very Weak
Length of Service	0.262	Weak
No. of Hrs. of Relevant Training		
• Content-Based Trainings	0.165	
• Pedagogy in PE Trainings	0.009	Very Weak
• Health and Nutrition Trainings	0.047	Very Weak
• Safety and First-Aid Trainings	0.063	Very Weak
• Integration of PE Trainings	0.029	Very Weak
• Overall	0.021	Very Weak

Note: Between ± 0.50 to ± 1.00 , $\pm$ strong relationship; ± 0.30 to ± 0.49 , $\pm$ moderate relationship; ± 0.10 to ± 0.29 , $\pm$ weak relationship; ± 0.01 to ± 0.09 , $\pm$ very weak relationship

Table 5 presents a weak to very weak relationship ($r_s = 0.021$) between the profile of the teachers and their perceived utilization of strategies. Weak relationship in teaching position held ($r_s = 0.156$), length of service ($r_s = 0.262$), and very weak in highest educational attainment ($r_s = 0.066$), pedagogy in PE trainings ($r_s = 0.009$), health and nutrition ($r_s = 0.047$), safety and first-aid trainings ($r_s = 0.063$), and integration of PE trainings ($r_s = 0.029$).

Conclusion



Hybrid has become essential for maintaining education during natural and man-made disruptions today. However, physical education teachers face major challenges in teaching skill-based learning competencies in hybrid settings, with high level of difficulty across all areas- especially in skill execution. This stems from PE's nature, which demands hands-on practice, sports, dance, and first aid.

Teachers address these by favoring self-directed learning over real-time instruction strategies. They provide modules, video links, offline video tutorials, handouts, and flexible resources that let students learn at their own pace with minimal internet. Though platforms like Google meet and Zoom, in the context of real-time instruction, are used, ongoing connectivity problems highlight the value of these adaptive approaches, which keep teaching effective.

These results emphasize the importance of flexible, low-tech strategies to sustain effective PE instruction in hybrid environments, particularly in resource-limited settings like Tanjay City schools.

In light of the results and conclusions obtained, the following are hereby recommended:

1. Creation of Hybrid Curriculum Models

School heads, physical education supervisor, and physical education teachers will work collaboratively to shift lessons to split approach: deliver theory and basics through self-directed learning (modules, handouts) that students complete independently. Reserve hands-on practice- such as complex motor skills, choreography drills, and first aid simulations- for focused, in-person session. This ensures accurate skill demonstration, real-time feedback, and high teaching quality despite hybrid constraints. For sustainability, develop reusable digital modules with video demonstrations and create flexible, school-based rotational in-person schedules.

2. Prioritize Offline-First Content Modalities

Physical education teachers and school IT coordinators should utilize USB drives or SD cards to store and share ready made lesson videos. This skips internet problems by giving students offline access to clear, high-quality demos or skills. Schools can keep PE lessons smoothly, even for students with weak digital access. For sustainability, maintain original and updated videos on main school computers for perpetual access when drives and card fail.

3. Integrate Psychosocial Resilience Protocols

Physical education supervisor and school heads should incorporate stress-management and rapid decision-making workshops into the professional development for teachers. These target the high mental pressure from remote refereeing and grading high-stakes performance, like assessing dance routines virtually. This helps teachers stay effective and supports teachers and students' mental health by reducing burnout in hybrid PE settings. To sustain this, establish annual in-service training cycles, create peer-mentoring circles for ongoing support, and integrate stress management into regular faculty development budgets.

4. Standardize Video-Based Assessment Rubrics

Physical education supervisor, and division curriculum implementation division (CID), physical education teachers and master teachers, create and share a single, division-wide rubric for grading student video submissions. This standard set of criteria is essential because it matches how students review their own work with teacher feedback. This ensures all teachers grade fairly and consistently across the school's division office. For sustainability: embed the rubrics in teachers' guides, conduct annual workshops, and integrate it into division-wide digital platforms for easy access and updates.

5. Train Teachers on Simple Motion Tools

Physical education supervisor, division IT officer, school IT coordinator, should provide hands-on training in PE-specific apps and devices and general tech-basics targeting tools for fitness, dance, sports, and first aid. This build teachers' confidence for hybrid feedback without relying on experience levels. To sustain this, create a train-the-trainer programs, develop quick-reference guides with QR codes, and schedule annual refreshers.



6. Pilot Low-Cost Equipment Kits

School heads and physical education teachers should distribute borrowable school equipment kits like jump ropes, meter sticks, cones, and spot markers (chalks or tapes), balls, and other materials, with video or handout instructions. This extends hands-on PE practice in hybrid set-ups. For sustainability: establish a school parent-teacher association (SPTA) funded equipment maintenance, durable storage racks, inventory tracking, and cleaning protocols.

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