Utilization of Tech-Based Teaching Strategy of Physical Education Teachers in the Classroom Setting

Michael N. Padua[1], Floro D. Barnachea Jr.[2], John B. Saladas[3], Bernadette D. Mabini[4], Mary Anne M. Regala[5],

[1,2,3,4,5]Department of Education, Department. Muntinlupa City, Philippines.

ABSTRACT

This study looks at how PE Teachers use tech-based teaching methods in class. It aims to find out and shed light on the technology PE teachers use in the classroom. The Philippines' Department of Education (DepEd) has issued several orders and plans to bring more tech into teaching even in PE classes. They're doing this through the Learning Continuity Plan (LCP), which they began using during COVID-19. The LCP encourages the use of digital materials and online platforms to keep education going in all subjects, including PE (UNESDOC) (ERIC). This plan has an impact on how teachers work and students learn causing a shift in the way PE is taught in the country. The rapid growth of technology has shaken up education worldwide. The Philippine Department of Education (DepEd) wants to make learning more enjoyable and effective. To achieve this, they're pushing hard to use digital materials in what kids learn. The COVID-19 outbreak showed how crucial it is to change education to use more tech. It made people see the value of teaching with technology and learning from home (UNESCO Document Repository; IJLTER). **Santos and Reyes (2019)** explored how PE classes in Manila could use engaging video lessons and VR materials. They found that kids had more fun and understood physical activities better when they felt like they were there while **Dela Cruz (2020)** examined how fitness apps and wearable gadgets can change how much students move around. The study showed that students got more involved and wanted to do more, which led them to join in more and get fitter. Martinez (2017) focused on using online materials to help students learn together in PE. This study found that digital tools for teamwork improved students' teamwork and communication skills. The research design for this study will use a descriptive method to examine how PE teachers use tech-based teaching methods to create a clear picture of the current situation. This approach examines how teachers feel about bringing technology into their classes. This design gathers numbers and stories through surveys and questionnaires of PE teachers. The surveys collect information on technology tools and methods teachers use and how often. After gathering all this info, people study it to find common themes, patterns, and differences in how tech is used in PE classes. The descriptive phase will involve surveying a sample of Physical Education Teachers using a Likert Scale questionnaire. The questionnaire will determine what kind of technology is used to teach PE classes in the classroom. The data will be analyzed using descriptive statistics to determine the impact of technology on teaching strategies of Physical Education in the classroom. The data collection process will follow ethical guidelines ensuring informed consent to all PE Teachers and the confidentiality of participants. The study on using tech-based teaching strategies in PE classrooms involves 33 PE teachers from different schools. The researchers chose these teachers through convenience and purposive sampling to get a mix of teaching settings and experience levels. They used a Google Form to gather info about what tech tools and strategies teachers use how often they use them how well they work, and what problems they face. The researcher designed this survey to gain a thorough understanding of how teachers use and view these methods. After deciding on the research designs and tools used in this study, the researcher learned the results of study. Table 1, which asked about technology-based teaching strategies PE Teachers use in the classroom, revealed that statement number 5 "I incorporate video tutorials to demonstrate physical exercises" had the highest rating. It scored a weighted mean of 4.06, which means "Agree." The study indicates a positive trend in using technology in PE classes. In the end, the overall score of 3.96 meaning "Agree," shows that PE teachers support various ways to increase technology use in PE.

INTRODUCTION

Using tech in teaching has become a big deal in today's fast-changing world of education. This trend is also happening in PE classes, which focus on learning by doing and physical activities. Teachers are putting tech into PE lessons to get students more involved, teach better, and give each student more personal attention.PE teachers use tech-based methods that come from different learning theories and models. These ideas show how tech can make PE classes better. They help us understand how to mix tech and PE in a way that gets students excited, keeps them interested, and helps them learn more.

The idea behind constructivist learning is that people learn by doing things and interacting with what's around them. Tech in gym class fits this idea by giving kids fun hands-on learning methods. Take virtual reality (VR) as an example. It lets students try out all sorts of physical activities in a safe controlled setting. This helps them learn by doing and build new knowledge themselves.

The Philippines' Department of Education (DepEd) has put out several orders and plans to get more tech into teaching even in PE classes. One of the main ways they're doing this is through the Learning Continuity Plan (LCP), which they started using during COVID-19. The LCP pushes for using digital stuff and online platforms to keep education going in all subjects, PE included (UNESDOC) (ERIC). This plan has a big impact on how teachers work and students learn causing a revolution in the way PE is taught in the country.

Also, DepEd has bigger plans for digital learning. These plans stress how important it is to use tech to make learning better. For example, DepEd Order No. 017, s. 2020 talks about using different ways to learn online and from far away. It shows how tech can help students get involved and learn more. This order says teachers should use things like videos, ways for kids to work together online, and other tech stuff to help teach all kinds of subjects (ERIC). These plans are part of a bigger push to update the school system in the Philippines and make it tougher and more flexible for future problems.

By using tech in PE, teachers can give more hands-on and custom learning experiences, keep an eye on how students are doing with digital stuff, and offer different activities that fit various ways of learning and needs (UNESDOC) (ERIC)The Department of Education (DepEd) falls under Republic Act 10533 also called the Enhanced Basic Education Act of 2013. This law gives the K-12 school system in the Philippines its legal backing and stresses using new teaching methods and tools to improve learning. This law aims to boost teaching and learning by adding tech to students' learning. This means using online resources and platforms that create lively and interesting ways to learn about different subjects, not just PE. To make education work better and be easier to get, the Act pushes for coming up with and using clever teaching tricks that involve technology (UNESCO Document Repository IJLTER).

Doing a study on how PE teachers use tech in their lessons can teach us a lot, but it might not be easy. To fix these problems, we need to do a few things. First, we should put money into better tech. We also need to train teachers well. It's important to make sure all students can use the tech.; we need rules that help teachers use tech. If we do all this, Schools can get better at using tech in PE classes. This could help students learn more.

METHODS

Research Design

The research design for this study will be a descriptive method to look at how PE teachers use tech-based teaching methods to paint a clear picture of what's going on now. This approach checks out how teachers feel about bringing technology into their classes. This design gathers numbers and stories through surveys and questionnaires of PE teachers. The surveys collect technology tools and methods teachers use and how often. After getting all this info, people study it to find common themes, patterns, and differences in how tech is used in PE classes. This research gives a full view of how tech-based teaching methods are being used in PE right now. It offers useful insights for teachers, school leaders, and people who make the rules to make tech use in PE

classes even better.

The descriptive phase will involve surveying a sample of Physical Education Teachers using a Likert Scale questionnaire. The questionnaire will determine what kind of technology is used for teaching PE classes in the classroom. The data will be analyzed using descriptive statistics to determine the impact of technology based on teaching strategies of Physical Education in the classroom. The data collection process will adhere to ethical guidelines ensuring informed consent to all PE Teachers and the confidentiality of participants. The research study is expected to be conducted over some time.

Participants/ Respondents of the Study

The study on using tech-based teaching strategies in PE classrooms involves 33 PE teachers from different schools. The researchers picked these teachers through convenience and purposive sampling to get a mix of teaching settings and experience levels. They used a Google Form to gather info about what tech tools and strategies teachers use how often they use them how well they work, and what problems they face. The online survey made it easy for teachers to answer questions when they wanted, which led to more people responding and giving detailed answers. This helped the researchers understand how tech is being used in PE classes right now.

Research Instruments

The primary tool used in this study on tech-based teaching methods in PE classes is a structured survey administered via Google Forms. The researchers designed this survey to gather a comprehensive understanding of how teachers utilize and perceive these methods

Data Gathering Procedures

The researcher constructed a questionnaire for the respondents for PE Teachers from different schools and sought validation by respective heads in the Physical Education Department to constructively redraft the researchers' created questions into relevant questions. Before conducting the data-gathering process for PE Teachers, the researchers will make sure the ethical consideration of eligible participants and the clarity, unbiased nature, and effectiveness of the survey questions. The survey development and administration will entail the creation of Likert scale questionnaires based on the identified key aspects of utilization of technology-based teaching strategy to escalate the online survey form (Google Form) to ensure broad reach and convenience for respondents. The data collected was automatically organized within Google Forms, facilitating efficient analysis. This comprehensive and user-friendly instrument allowed for the effective collection of detailed and relevant data necessary for the study.

Statistical Treatment

The data gathered had been tallied and were analyzed and interpreted using the following statistical tools: 1. Likert Scale Most of the collected data is coming from the Physical Education Teachers.

The General Weighted Mean was computed using this formula: GWM= divided by 33,

where: GWM= General Weighted Mean x= summation of the weighted mean 2.

The researcher used the Descriptive Analysis to summarize the demographic data and the types of technology tools and strategies used by PE teachers.

RESULTS

After determining the research designs and instruments used in this study, the researchers conducted 33 PE Teachers as a sample population who teach Physical Education utilizing tech-based strategy in the classroom. The researchers came up with the results of the gathered data being surveyed as shown below.

Table 1 What Tech-Based Tracking Estrategias Cúrrenla Used by PE Teachers

Statements	Weighted Mean	Verbal Interpretación
1. I regularly use tecnología in my PE clases.	3.52	Agree
2.The school provides sufficient technological resources for PE classes.	3.42	Neutral
3. I feel confident in integrating technology into my teaching.	3.82	Agree
4.I use fitness apps (e.g., MyFitnessPal, and Nike Training Club) to track student progress.	3.18	Neutral
5.I incorporate video tutoriales to demonstrate physical exercises.	4.06	Agree
6.Virtual reality (VR) or augmented reality (AR) tolos are part of my teaching strategy.	3.18	Neutral
7.I use online collaboration platforms (e.g., Google Classroom, and Microsoft Teams) for PE assignments and comunicación.	3.82	Agree
8.Students are more engaged in PE classes when technology is used.	3.67	Agree
9.Tech-based strategies help improve students' understanding of physical fitness concepts.	3.82	Agree
10. Students enjoy Cushing technology as part of their PE activities.	3.58	Agree
OVERALL MEAN	**3.60**	**Agree**
Legend:		
5 – (4.50 to 5) = SA (Strongly Agree)		
4 – (3.50 to 4.49) = A (Agree)		
3 – (2.50 to 3.49) = N (Neutral)		
2 – (1.50 to 2.49) = D (Disagree)		
1 – (1.00 to 1.49) = SD (Strongly Disagree)		

Table 2 How strategies impact student engagement and learning otoñes in PE.

Statements	Weighted Mean	Verbal Interpretación
1. Students are more motivated to participate in PE activities when technology is used.	3.61	Agree
2.Technology increpases students' interest in PE classes.	3.55	Agree
3.Tech-based activities make PE lessons more enjoyable for students.	3.42	Neutral
4.Students are more likely to attend PE classes when technology is integrated.	3.42	Neutral
5.The use of technology encourages students to engage more actively in physical exercises.	3.85	Agree

6.Technology helps students better understand the theoretical concepts of physical fitness.	3.39	Neutral
7. Students' physical performance has improved due to tech-based teaching strategies.	3.70	Agree
8.The use of technology has enhanced students' knowledge about health and wellness.	3.70	Agree
9. Students are able to set and achieve fitness goals more effectively with the help of technology.	3.39	Neutral
10.Tech-based assessments provide accurate feedback on students' progress in PE.	3.73	Agree
Overall Mean	3.58	Agree
Legend:		
5 – (4.50 to 5) = SA (Strongly Agree)		
4 – (3.50 to 4.49) = A (Agree)		
3 – (2.50 to 3.49) = N (Neutral)		
2 – (1.50 to 2.49) = D (Disagree)		
1 – (1.00 to 1.49) = SD (Strongly Disagree)		

Table 3 What challenges are faced by PE Teachers implementen technology-based teaching strategies?

Statements	Weighted Mean	Verbal Interpretation
1.The school lacks sufficient technological resources for PE classes.	3.58	Agree
2.Internet connectivity is unreliable during PE lessons.	3.58	Agree
3.Not enough devices for all students to use during PE activities.	3.76	Agree
4.I have not received adequate training to use technology in PE effectively.	3.39	Neutral
5.There is a lack of professional development opportunities focused on tech-based PE teaching.	3.33	Neutral
6.I feel unprepared to troubleshoot technical problems during PE classes.	3.33	Neutral
7.The training provided does not cover the specific needs of PE teachers.	3.15	Neutral
8. Students do not have equal Access to technology outside of school.	3.79	Agree
9.A significant digital divide among students affects their participation in tech-based activities.	3.48	Neutral
10.Students are sometimes distracted by technology instead of focusing on PE tasks.	3.91	Agree
OVERALL MEAN	**3.53**	**Agree**

Legend:		
5 – (4.50 to 5) = SA (Strongly Agree)		
4 – (3.50 to 4.49) = A (Agree)		
3 – (2.50 to 3.49) = N (Neutral)		
2 – (1.50 to 2.49) = D (Disagree)		
1 – (1.00 to 1.49) = SD (Strongly Disagree)		

Table 4 How can the integración of technology in PE be improved to better support teachers and students?

Statements	Weighted Mean	Verbal Interpretation
1.The school should invest in more up-to-date technological equipen for PE classes.	3.70	Agree
2. There should be a dedicated IT support tema to assist with technical issues during PE classes.	3.73	Agree
3. Relieve internet access should be ensured in all areas chero PE is conducted.	4.15	Agree
4. More comprehensive training programs on the use of technology in PE should be provided to teachers.	3.97	Agree
5.Training should cover troubleshooting como technical problems encountered in PE.	3.94	Agree
6.Professional development should incluido hands-on workshops and continuos support for tech integración in PE.	3.82	Agree
7.Programs should be implemented to ensure all students have access to necessary technology outside of school.	3.97	Agree
8.Strategies should be developed to engage students who may be less interested in tech-based PE activities.	4.21	Agree
9.Technology should be used to personalize fitness plans and goals for students.	4.00	Agree
10.Interactive and gamified tech-based activities should be incorporated to enhance student engagement.	3.91	Agree
OVERALL MEAN	**3.94**	**Agree**
Legend:		
5 – (4.50 to 5) = SA (Strongly Agree)		
4 – (3.50 to 4.49) = A (Agree)		
3 – (2.50 to 3.49) = N (Neutral)		
2 – (1.50 to 2.49) = D (Disagree)		
1 – (1.00 to 1.49) = SD (Strongly Disagree)		

DISCUSSIONS

Table 1 shows what they found. It turns out PE teachers are pretty cool with using tech when they teach scoring

an average of 3.60, which means they "Agree" with it. Teachers often use tech in PE scoring 3.52. But they're not sure if their schools give them enough tech stuff scoring a mean 3.42. Teachers feel pretty good about mixing tech into their lessons though, with a high score of 3.82 showing they agree with that. Learners didn't care much for fitness apps like MyFitnessPal and Nike Training Club (3.18). This shows that not many folks use these tools or think they're helpful. On the flip side, using video tutorials to show exercises got the highest score (4.06). This means people like and agree with using videos to learn.

Using fancy tech like virtual reality (VR) and augmented reality (AR) tools also got a so-so response (3.18). This points to areas where we could look into more and maybe give more support. People agree that online teamwork platforms, like Google Classroom and Microsoft Teams, are useful (3.82) to do PE homework and talk to each other. Teachers think (3.67) that learners are more into PE classes when they use tech, and they also reckon that strategies using tech help students get physical fitness concepts better (3.82)., teachers believe (3.58) that students have fun using tech as part of their PE activities.

Table 2 shows the results that PE teachers agree that tech has a good effect on getting students excited and involved. For example, teachers think students want to join in PE activities more when they use tech, with a score of 3.61. Also, they believe tech makes students more interested in PE classes scoring 3.55, and gets students to do more physical exercises, with the highest score of 3.85 but there's a middle-of-the-road response (3.42) about whether tech stuff makes PE classes more fun for kids and if they're more likely to show up when tech is involved. This means that while tech gets kids more into it, it might not change how much they enjoy it or if they come to class for some students.

Teachers think tech-based teaching methods help students do better and learn more about staying healthy, both scoring 3.70. Also, tech-based ways of checking progress are seen as giving good feedback on how students are doing in PE, with an average score of 3.73.

Even though there are good things about it, people don't think one way or the other (3.39) about how tech helps learners get the idea of fitness theory or set and reach their fitness goals better. This middle-of-the-road view shows that while tech is good for hands-on stuff, it might need some work to help learners get the concepts and set goals. The average score of 3.58 shows that PE teachers think tech-based methods have a positive effect on how much kids care and learn. But the so-so responses point out areas where things could get better. Teachers might need more tools and lessons to use tech in ways that not only get kids interested but also help them understand the ideas better and support their fitness goals.

The results from Table 3, "What challenges are faced by PE Teachers implementing technology-based teaching strategies?", give a full picture of the problems PE teachers see measured on a Likert scale. The data shows PE teachers have big hurdles to overcome when using tech-based teaching methods. The biggest issue, with the highest weighted mean of 3.91, is that "Students are sometimes distracted by technology instead of focusing on PE tasks" (Statement 10). This means that while tech can be a great tool for teaching, it can also take students' attention away from the main goals of PE class.

Another big problem is that not everyone can get their hands on tech stuff. The claim "Students do not have equal access to technology outside of school" (Statement 8) got a weighted mean of 3.79. This shows a big roadblock to fair tech use in PE since not all kids have the same chances to mess around with tech-based activities when they're not in class. Schools don't have enough stuff, and that's a big problem. "Not enough devices for all students to use during PE activities" (Statement 3) got a score of 3.76, and "The school lacks sufficient technological resources for PE classes" (Statement 1) got 3.58. This shows schools need to spend more money on tech stuff for PE classes. The internet not working right makes it hard to use tech in PE too. This comes from the statement "Internet connectivity is unreliable during PE lessons" (Statement 2), which also scored 3.58. To make tech-based PE activities work well, you need good internet that doesn't cut out.

Table 4 "How can the integration of technology in PE be improved to better support teachers and students?" shows what PE teachers think about making things better. PE teachers seem to agree on a few key ways to make technology work better in gym class. The idea that got the highest score (4.21 out of 5) was "We need to come up with ways to get kids who don't like tech stuff in PE more involved" (Statement 8). This tells us that teachers

want to find new tricks to make sure all kids can enjoy and learn from tech activities in PE. Making sure there's good internet everywhere PE happens (Statement 3) turned out to be super important scoring 4.15 on average. This shows teachers agree they need stable internet to use tech stuff well in their classes.

Using tech to make personal fitness plans for students (Statement 9) got a score of 4.00, which means teachers like the idea of using tech tools to get each student involved in their way. Also, adding fun, game-like tech activities to keep students interested (Statement 10) scored 3.91 showing that teachers think interactive stuff is key to keeping kids engaged and taking part.

The weighted means for buying new tech gear for PE classes (Statement 1) and setting up a special IT help team to fix tech problems during PE (Statement 2) were 3.70 and 3.73. These numbers show how important it is to have enough stuff and tech help to make using technology in class work well. This makes it clear that schools need good resources and people who know how to fix tech issues to use technology in PE. The survey takers also said training and helping teachers improve their jobs is super important. They want more complete programs to teach how to use tech in gym class (Statement 4) and lessons on fixing common tech problems (Statement 5). These got high scores of 3.97 and 3.94. Also, people want teachers to have chances to learn by doing and get help using tech all the time (Statement 6), which scored 3.82. This shows teachers need ongoing support to build their skills.

When it comes to training and professional growth, the answers show a mix of neutral and negative views. People said stuff like "I haven't gotten enough training to use tech well in PE" (Statement 4), "There aren't many chances to learn about tech-based PE teaching" (Statement 5), "I don't feel ready to fix tech problems during PE classes" (Statement 6), and "The training doesn't cover what PE teachers need" (Statement 7). These had weighted averages from 3.15 to 3.39. This means that while people aren't super happy with the current training and learning chances, these issues aren't as big as the problems with resources and internet connection.

Statement 9, "A big digital gap between students affects how they join in tech activities," had a weighted mean of 3.48 showing a neutral view. This means PE teachers think the digital divide has a so-so effect on how students take part in tech-based PE activities.

CONCLUSIONS

This study using tech in teaching gets students more involved and excited, helps them do better, and teachers like it too. But there are some problems: tech issues, not enough training, and limited resources make it hard to use these methods well. To fix this, schools should set up ongoing training programs to teach PE teachers how to use tech right. They should also buy good tech tools and set up teams to help teachers when things go wrong. It's a good idea to try out new tech methods on a small scale first and get PE teachers to work with tech experts to come up with cool new ways to teach. Schools should keep checking if these methods work and ask students what they think to make smart choices about what to do next. By dealing with these problems and building on what's good, using tech in teaching can make PE classes better and help students learn more.

Conflict of Interest

The authors declare that there is no conflict of interest.

Authorship Contribution:

1. Conceptualization: xxxxxx Names of the authors
2. Data curation: xxxxxx
3. Formal analysis: xxxxxx
4. Acquisition of funds: xxxxxx

5. Research: xxxxxx
6. Methodology: xxxxxx
7. Project management: xxxxxx
8. Resources: xxxxxx
9. Software: xxxxxx
10. Supervision: xxxxxx
11. Validation: xxxxxx
12. Display: xxxxxx
13. Drafting - original draft: xxxxxx
14. Writing - proofreading and editing: xxxxxx

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