

Blended Teaching Practice of Public Physical Education Courses in a Vocational College in China

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Abstract: Modern education is rapidly evolving, with various levels of learning taking place through different mediums. To adapt to these technological advancements and enhance students' learning experiences, the current model of physical education in colleges and universities must keep pace with emerging pedagogies. While many institutions prioritize practical aspects of physical education, some overlook information teaching methods within traditional teaching modes. Therefore, educational administrators and policymakers should actively explore blended teaching methods, encompassing both online and offline components, with a focus on recording online resources, student participation, choice of learning platforms, and the development of an assessment framework. Using a descriptive comparative research approach, the study concludes that the delivery of blended learning is of excellent quality, primarily focusing on short-term academic progress. To address long-term goals, such as physical and emotional development, the study suggests interventions to further enhance the educational experience.

Keywords: Blended Learning; Learning Instruction; Student Development; Physical Education; Alternative Learning; Teaching-Learning Methods.

1. Introduction

Trends in the modern world has continued to progress, and has even reached the part where education in different levels of learning are delivered and performed through different mediums. Keeping up with such technological innovations and pedagogies that expand and diversity students' learning experiences is therefore a must for the present educational model for physical education instruction in colleges and universities. However, since university public sports generally focus on practical material, some institutions tend to disregard the use of information teaching methods under the conventional teaching mode. Hence, administrators and policymakers should actively explore the online and offline mixed teaching mode, focusing on recording online course assets, online and offline participation, and choice of learning platform, as well as build and optimize the mixed teaching assessment framework of university sports, all against the backdrop of the education department's ardent advocacy for the creation of information and intelligent teaching.

Many students fail to develop consistent sports and physical activity habits, and their physical fitness is often inadequate. In reality, this phenomenon may be found not just in physical education, but also in other higher education courses with similar issues. As a result, the higher education department has proposed focused actions, stating that courses should focus on boosting students' interest and potential by mixing online and offline teaching modes. As a result, the current physical education transition confronts a twofold test of fit and finish education as well as information and intelligent education. The blended online and offline teaching mode mixes conventional classroom and online conferencing teaching methods, which appears to be the only approach to suit the new information education requirements.

2. The Problem and its Setting

2.1. Background of the Study

The advancement of educational information technology is receiving greater attention in China than ever before. The "Internet Plus Education" educational model has received more attention recently, and is now the focus of a research and reform of teaching techniques. The online courses provided by national universities serve as a large-scale example a system, which looks into the online and offline mixed teaching mode, supports the university teaching model, and develops, reforms, and innovates the online mixed teaching, upending the traditional offline education.

Today's information technology is rapidly changing. Recently, when technology progressed from the fixed terminal age represented by computers to the mobile terminal age represented by smart homes, individuals were able to study more comfortably and swiftly. To ensure the successful accomplishment of teaching obligations during the epidemic period, online and offline blended teaching as a new vision of education reform in colleges and universities is becoming increasingly vital.

With the state's recent emphasis on the development of students' overall skills and the importance of higher vocational students participating in physical activity, standards for all vocational students to actively participate in physical exercise have been developed. The General Offices of the CPC Central Committee and the State Council issued Opinions on Comprehensively Developing and Enhancing School Physical Education in the New Era in order to strengthen their overall capacity to establish a specific basis in 2020. It was stressed that the purpose of higher vocational physical education is to allow students to not only gain a range of sports-related talents, but also to allow them to enjoy physical exercise, develop their sports, and regulate their anger. As a result of this, and recognizing the current situation wherein blended learning is still being practiced in the

research locale – Hunan Province -- current vocational physical education instructors, like the researcher, are resigned to a supplementary responsibility of efficiently utilizing the programs in teaching and furthering its development through research related to such topic.

2.2. Statement of the Problem

This study looked into the physical fitness status of students in the school. Specifically, the answer to the following questions were sought:

What is the respondents' profile based on: Age, Sex

Length of physical education blended learning experience

What is the perception of students towards physical education being delivered via blended learning based on: Quality, Pedagogy, Balance

Is there a difference in the assessment of the quality and pedagogy of physical education blended learning when their profile is taken as test factors?

What is the assessment of students on the efficiency of current programs in physical education blended learning based on: Physical Development, Mental-Emotional Development

Academic Progress

Is there a significant difference in the assessment of the student respondents on the efficiency of physical education blended learning when their profile is taken as test factors?

Is there a significant relationship in the assessment of the student respondents between physical education being delivered via blended learning and their efficiency?

Based on the results of this research, what policy reform/s can be provided for the development of the physical education blended learning program?

2.3. Significance of the Study

The study would be beneficial to the following groups/individuals:

Students. This study serves as a reference for students who might be new in blended learning, especially in physical education. The results that this study may produce might give them an idea on how to go with their endeavors as well as the correct and undesirable practices.

Teachers. For them, this study could be a good reference as input during the teaching design process so as to guide them how to conduct blended learning and other similar physical education activities.

School Administrators. This study would serve as a reference for school administrators as their basis in developing programs for their physical education program, especially in potentially advancing it into a blended method.

Future Researchers. This study serves as a reference for future researchers who are working on blended learning and physical education topics. The result of this study would provide them insights on their present paper.

2.4. Scope and Delimitation of the Study

This study was focused primarily on students' perceptions of the state of blended teaching practice of physical education courses in a public vocational college in China with the end view of formulating reforms and policies that would further the development of the current program. This study determined the areas of concerns in physical education blended learning that needs to be addressed aggressively and the assessment of its quality and efficiency among students. The respondents of the study are undergraduate students

Hunan Vocational and Technical College of Communications, Hunan Province.

3 Literature Review and Guiding Framework

Following the researcher's extensive and in-depth search, this chapter offers the relevant literature and studies. In order to properly comprehend the research conducted, the theoretical and conceptual framework were also be presented. Finally, the explanation of terminologies used were provided for better understanding of the study.

3. Review of Related Literatures and Studies

3.1. Perspectives on Blended Learning

Asynchronous and synchronous distant learning are both employed in blended learning. According to Tsarenko (2020), blended learning uses synchronous teaching, records the knowledge as video teaching materials as it happens, and then puts the materials on asynchronous teaching platforms for students to study and discuss after class. According to the same study, students may manage their learning progress based on their individual learning rates by using a school's "curriculum on demand" platform to receive the essential learning resources online. Furthermore, according to Bosch and Laubscher (2019), blended learning combines the benefits and instructional methods of synchronous and asynchronous distant education to allow students and teachers to study and teach in real-time and asynchronous online contexts. Face-to-face interaction and communication between professors and students are part of the blended learning curriculum design to encourage learning (Sharpe et al., 2006). Students can utilize the Internet to seek additional academic materials outside of the classroom and complete homework. Similarly, teachers may utilize the site to check students' homework and provide supplementary academic materials. Bosch and Laubscher (2019) argued further that by utilizing the network's multimedia broadcast capabilities, learners may access a range of digital materials through a straightforward learning interface and learn from them. Instructors can also create and post course-related text, audio, picture, video, and animation resources in advance on the online platform so that students can learn at their own phase.

The implementation of blended learning in higher education has been studied in research on the efficacy of learning. As part of a study on physical education programs, Turkish college students took part in an experiment. Students were divided into two groups (Vernadakis et al., 2012). According to the data, blended learning increased learning effectiveness and satisfaction among students more than traditional offline learning. A quasiexperimental technique was used in a study involving 40 college students majoring in physical education at the University of Jordan. Despite the fact that ballet was the subject of the core course, the students had no prior experience with it. The data revealed that blended learning outperformed face-to-face training in terms of learning outcomes and physical education performance (Bayyat, 2020).

Hundreds of college students at a physical education institute were subjected to an experimental control strategy to evaluate their academic performance and cognitive ability. When comparing students who used blended learning to those who utilized conventional face-to-face learning, students who used blended learning displayed higher academic accomplishment and superior critical thinking abilities

(Kingpum et al., 2015). In addition, a study of 196 college students indicated that students who utilized blended learning had better learning outcomes and experiences than those who just used face-to-face or online education (Baragash and Al-Samarraie, 2018). In a research using alternative curriculum, students in English classrooms participated in grouping and experimenting. The first group was taught via asynchronous remote learning, whereas the second group was taught using blended learning (Gunes, 2019). The inquiry relied heavily on semi-structured interviews. The findings revealed that, whereas the second group of students was pleased with their courses, the first group was dissatisfied with the instructional content.

Meanwhile, the difficulty of blended learning, according to instructors, is mostly connected to the integration of technology into the classroom, including the delivery of a range of lesson plans and overcoming the technology and environment of the information system platform. Remote learning needs more environmental support than traditional classroom education. A rich curriculum design is necessary for better learning efficacy, whether teachers utilize synchronous, non-synchronous, or blended learning.

These courses, according to Oliveira et al. (2018) and Rasheed et al. (2020), must be supported by information technology, which raises the expense and load on schools and institutions.

3.2. Advantages and Disadvantages of Blended Learning

The emergence and evolution of blended teaching has drastically impacted the way conventional education is given; especially, the benefits of both traditional and online teaching and learning are centered in this hybrid teaching approach. The effects of teaching and learning have received increased emphasis in a newly formed online education paradigm.

Looking at the content, the "online and offline mode" breaks the boundaries of traditional teaching material content, allowing teachers to combine students' concerns and interest points, and they can quote a large number of high-quality network teaching resources into the classroom, while students can also according to their own needs, and students can also receive timely feedback to obtain the corresponding knowledge points. Furthermore, the teaching techniques and mixed teaching mode completely exploit multimedia information technology, and the teaching forms create a diversified classroom in which instructors may use questions. Lastly, students can revisit the information on the network platform after class to consolidate their comprehension and the instructor evaluation. The online and offline teaching modalities combine the teaching process and outcomes based on the online platform's strength.

3.3. Processes within Blended Learning for Physical Education Courses

Instructors carefully choose the online learning resources for their blended classes, post them in advance on online learning platforms, and establish the subject matter and due date of the self-study test. Students, on the other hand, are given tasks, which they must complete and submit before to class. The results of the self-study test activity that the students submitted as part of the pre-class preview will then be analyzed by the teacher. The latter then generates a table or chart displaying the outcomes of the students' pre-class self-study.

Furthermore, based on the analysis utilized to apply the targeted classroom design, it is advised that the classroom teaching design focus on assisting students in summarizing, discussing, and communicating in order to assist students with previewing poor knowledge. The teaching technique utilized in the classroom should stimulate and direct students to research and improve their grasp of the truth behind technology. It should also describe the action concept explicitly.

3.4. Theoretical Framework

The Physical Education Theory (PET) course is a major component of physical education in Chinese institutions. PET curriculum seeks to provide students with scientific information and general objective rules of physical education while also improving their competence and abilities to execute physical education curriculum in their future professions. The PET curriculum has no online components; instead, teachers generally teach it face-to-face in a classroom over a fixed length of time. Because collegiate athletes make up the majority of students, the PET curriculum's implementation can be easily disrupted by their participation in a variety of athletic events, as well as other outside factors such as sports injuries, pandemics, and natural catastrophes (Dziuban et al., 2018; Mahaye, 2020; Shi & Zainuddin, 2020). This validates the desire for incorporating online components into the traditional face-to-face method of PET curriculum implementation among physical education students.

The national Ministry of Education recommended the "Two Attributes and One Degree" design criteria for usage in China to foster talents and integrate college physical education into the curriculum. The PET curriculum, then, must organically blend knowledge, ability, and accomplishment when developing curricular content. It has also been suggested that, in order to increase the complexity of the curricular content, teachers should make full use of ICT to teach students about the most recent advances in sports and physical education ideas.

In regards to presentation, it is recommended that online and offline learning be properly mixed while keeping the students' requirements in mind. Furthermore, educators must make full use of a range of resources in order to build high-quality online courses and enhance the higher-order characteristic of theoretical teaching content. Moreover, in order to stimulate the interest of sports students in their academic studies, teachers are expected to creatively construct both online and offline learning activities for students and adapt and strengthen the innovative parts of the PET curriculum. Furthermore, when applying the integrated PET curriculum in colleges and universities, disciplinary characteristics and regional distinctiveness should be considered (Huang, 2012).

3.5. "Sports Multimedia Courseware Design"

Several technologies and equipment, such as those listed in the works of Liang et al. (2019) and Thomas and Stratton (2006), have already become accessible as the times have changed. As a result, there is a larger requirement for physical education students who intend to teach physical education to have knowledge-based teaching abilities. Physical education students who were reared in the digital era are accustomed to learning in an Internet Plus environment. They are really interested in learning about sports multimedia. They do, however, need to strengthen their present professional

knowledge and practice abilities such as a deeper comprehension of the gathering and processing of sports multimedia resources and the design and integration of multimedia courseware.

According to Hai et al. (2020), the capacity to develop multimedia material is crucial for providing physical education curriculum, particularly ICT-based curriculum in the context of the Web. Physical education teachers cannot record spatial motions during demonstrations of sports acts in the traditional physical education curriculum due to time and space restrictions, and the consistency of repeated demonstrations cannot be assured. This might jeopardize the efficacy and quality of action teaching. In light of this, Li et al. (2021) said that physical education teachers may handle time and space restrictions while also overcoming the course delivery deficiency in conventional physical education by producing and generating multimedia courseware.

3.6. Research Hypotheses

H1: There is no significant difference in the assessment of the quality and pedagogy of physical education blended learning when their profile is taken as test factors.

H2: There is no significant difference in the assessment of the student respondents on the efficiency of physical education blended learning when their profile is taken as test factors.

H3: There is no significant relationship in the assessment of the student respondents between physical education being delivered via blended learning and their efficiency.

3.7. Definition of Terms

Academic Progress. Through comparison of averages in different levels of a student's education, this shows how an individual has performed throughout his/her academic endeavor. Usually, this reflects an individual's academic aptitude.

Balance. In this study, balance talks about the time a student spends in academics, leisure and physical activities, which are interdependent in each facet's respective progress and development.

Blended Learning. Blended learning means a mixed pedagogy wherein students are taught through both in-person and online classes. These involve different techniques and strategies which teachers utilize depending on the need of their students.

Mental-Emotional Development. The advancement of feelings and emotions, including what they are, how and why they occur, how to detect your own feelings and those of others, and how to develop useful coping mechanisms, are all aspects of mental and emotional growth. This also includes personal reflection on perspectives based on knowledge and experiences.

Pedagogy. This talks about how a certain lesson is delivered, namely the methods, techniques and strategies that were employed to efficiently convey its learnings and values to the students who are its supposed recipients.

Physical Development. The growth and improvement of a person's motor skills, as well as their ability to fully operate and regulate their bodies to their intended purpose. These are usually products of constant exercise, balanced nutrition and diet and a strong discipline.

Quality. The term pertains to the excellent attributes of a lesson, namely the contents and how it was laid out to be delivered and discussed to students – its clarity, brevity and

expediency to students.

4. Methodology

The research methodology and methods show how the researcher carried out the study as presented in the chapter. It covers study participants, the research setting, the research tool, data processing, and the statistical methods employed in the data analysis and interpretation.

4.1. Research Design

The framework or manual used for the design, execution, and analysis of a study is known as a research design. It functions as the strategy for addressing the research questions and hypotheses, hence. This study employed a descriptive comparative research strategy that uses a quantitative method.

4.2. Sampling Method

The researcher in this study used random sampling to select 70 students and 20 faculty members as participants. In contrast to systematic sampling, stratified sampling, or cluster sampling, random sampling offers a distinct sample strategy. Science use it to carry out blinded studies or randomized control trials. Each sample has an equal chance of being picked when random sampling is used. A randomly selected sample is intended to provide a fair reflection of the entire population. Sampling mistake occurs when, for any reason, the sample does not accurately reflect the population. Despite employing a random sample, the researcher devised the following criteria for choosing research respondents to have at least the minimal requirements:

4.3. Data Gathering Procedure

The researcher asked the school administration for permission to perform the study. Invitations to participate in the study were forwarded to students, instructors, and coaches after clearance has been granted. Before being requested to participate, participants were required to complete consent papers.

4.4. Ethical Consideration

The respondents' and interviewees' consent to conduct the survey and conduct the interviews, respectively, were obtained using an informed consent form. One of the conditions in the permission form was confidentiality. Participants and respondents were told that the study would only use their names and other personal data. In addition, the researcher described the study's goals, potential problems, and benefits of participation.

4.5. Statistical Treatment of the Data

The data was statistically evaluated so that the researcher could quickly and simply examine and comprehend the findings. Data must be statistically processed in order to be used for intended purposes. In order to get the right conclusions, data organization is equally vital. As a result, the statistical analysis uses the appropriate statistical techniques to evaluate the available data. The interpretation led to an upgrade in the research design following its successful use. The primary purpose of statistical data description is to warn researchers not to make assumptions about the outcomes that are not supported by the data. In realizing the purpose of this study, the following statistical tools were used via the Statistical Package for the Social Sciences (SPSS) software.

5. Perception of Students Towards Physical Education Being Delivered Via Blended Learning

Furthermore, indicators such as "The contents of my learning materials are complete and encourage learning and values development" obtained high levels of satisfaction from students, reflecting positively on the quality and completeness of the learning materials utilized in blended learning.

Even though the rankings for "Lessons in blended learning are easier to understand" and "I learn more in blended learning than in-person classes" were tied, they nonetheless received a high level of satisfaction, showing that students believe blended learning to be at least as effective as conventional in-person classes, if not more so.

The total composite mean score reflects the students' general high level of satisfaction. These findings have important significance for educational institutions because they imply that blended learning may be a successful and gratifying strategy that matches with national educational objectives, caters to individual student development, and delivers high-quality learning resources. However, it also emphasizes the importance of maintaining and improving blended learning delivery to ensure that it stays clearly accessible and that students continue to learn at a high level.

Instructors also produce and upload course-related text, audio, image, video, and animation resources ahead of time on the web platform, allowing students to learn at their own pace. Physical education courses that are incorporated into education via information technology typically make use of audio-visual, computer, and network technologies. These technologies are integrated into the teaching strategy, instructional resource production, instructional platform development, performance evaluation, and processing. Material integration was used to provide information for college physical education courses (Muller and Mildemberger, 2021).

The highest mean scores were given to two statements: "The teaching styles of my teacher make me enjoy and interested in the topic we are discussing" and "The teaching style of my teacher enables us to learn as a class and not leave anyone behind in the discussions." Both statements received the same mean score, indicating a very high level of satisfaction and indicating that students find their teacher's teaching styles not only engaging but also inclusive, ensuring that these findings highlight the efficacy of the teaching strategies in fostering interest and inclusion in the blended learning environment.

The statement "Teachers demonstrate a variety of teaching styles that are matched with lessons" received the second highest mean score, stressing that teachers in blended learning environments apply different teaching approaches that connect with the subject. This, too, indicates a high degree of satisfaction and emphasizes instructors' versatility and efficacy in conveying knowledge that connects with pupils.

Indicators such as "The teaching styles my teacher uses encourage me to participate in class discussions and activities" and "My teacher's materials engage me to study in both synchronous and asynchronous sessions" received high satisfaction levels, demonstrating that the teaching styles are not only engaging but also promote active participation and effective asynchronous learning.

The total composite mean score demonstrates students'

collectively very high degree of satisfaction with the instructional methods used in their blended learning experiences. These findings have major consequences, underlining the importance of instructors in providing an engaging and inclusive blended learning environment. Their ability to use a range of teaching approaches and fit them to lessons leads to the enjoyment and active engagement of pupils. These encouraging findings can help to shape educational practices and highlight the necessity of teacher adaptation in the blended learning landscape.

The statement "Blended learning encourages study/work and life balance among students and teachers," received the highest mean score, indicating a very high degree of satisfaction. This demonstrates that students see blended learning as beneficial to maintaining a balance between their academic obligations and personal lives. It implies that the flexibility and structure of blended learning enable students to properly manage their time.

The following statement received the highest mean score: "Schedules of synchronous and asynchronous classes are sufficient for a classroom setup and personal learning." This indicates that students are satisfied with the adequacy of the schedules, which cater to both classroom settings and individual learning preferences. This shows that class scheduling in blended learning finds a good balance.

Indicators such as "The synchronous sessions are not over or under-timed, and lessons are still delivered within the required number of hours" and that "Blended learning gives students ample time to catch up on lessons they may not have understood initially" indicated a high degree of satisfaction. According to these findings, students believe that the time and flexibility of blended learning are well-suited to their requirements, ensuring that lessons are given as intended while also giving opportunity for review and catch-up.

The statement "Asynchronous tasks given to us do not take much time that it affects our supposed off-school activities" received a high level of satisfaction as well, indicating that students believe asynchronous tasks are efficiently designed, allowing them to manage their time effectively for both academic and personal purposes.

The sum of the composite mean score demonstrates students' aggregate very high degree of satisfaction with the scheduling and time management components of blended learning. These findings have important consequences, demonstrating the usefulness of blended learning in encouraging a balanced approach to study, job, and personal life. It highlights the versatility and flexibility of the learning environment, which responds to the requirements of both students and instructors, eventually contributing to a high degree of satisfaction with the scheduling and timing of blended learning components.

Given that physical activities remained well-maintained and balanced in in-person and online, it just shows that blended learning being employed by the school was successful in its aim. Moreover, explanations were neither compromised despite being in two separate methods of delivery.

The highest mean score was given to the statement "My teachers let us do practicals during classroom setups," indicating a very high degree of satisfaction. This suggests that students value the chance to participate in practical exercises as part of their classroom activities, which corresponds to a hands-on approach to learning.

Two statements received the same mean score: "I still get

enough exercise during blended learning" and "My physical and academic activities are well-balanced in blended learning," indicating that students believe the balance between physical exercise and academic activities is well-maintained in the blended learning environment. This shows that the educational system includes physical activities efficiently without jeopardizing academic achievement.

The statement "My physical development is consistently checked and updated by the teacher" earned a very high level of satisfaction, showing that students value the constant observation of their physical development by their teachers.

Even though the statement "Theoretical parts of physical activities and its benefits are well-explained during online and asynchronous classes" received a slightly lower mean score, it still falls under the "Very High Level" category, indicating that students believe the theoretical aspects of physical activities are adequately covered in online and asynchronous classes.

The overall composite mean score demonstrates a very high degree of overall student satisfaction with the integration of academics and physical activity in blended learning. These findings have important ramifications and demonstrate how blended learning is effective in encouraging a balanced approach to physical activity and academic pursuits. It emphasizes the value of practical involvement, ongoing physical development monitoring, and efficient theoretical delivery of physical activity. These results guide instructional strategies meant to promote students' overall growth and well-being.

The statement "My classes make me appreciate what I have and the people around me," with the highest mean score, indicated a very high degree of satisfaction. This suggests that students find their schoolwork important, which fosters gratitude and respect for their environment and relationships.

The statement "My workload is just enough to keep me from becoming overly stressed about them" received the second highest mean score, showing that students regard their workload as manageable rather than overwhelming. This indicates a very high degree of satisfaction with the course balance, which corresponds to preserving well-being.

The mean scores for two more statements, "The course enlightens me of my capabilities and makes me care for myself through a healthy lifestyle and perspective" and "My classes and tasks allow me to still get leisure and rest in between schedules," were somewhat lower but still quite high. These data suggest that students believe the coursework fosters self-awareness and a healthy lifestyle while providing sufficient leisure and rest.

The statement "Teachers act as guides during classes, especially when students may have problems in academics and personal, if permitted" received a very high level of satisfaction as well, indicating that students value teachers' supportive role in guiding them through academic and personal challenges.

The total composite mean score demonstrates students' aggregate very high degree of satisfaction with their coursework, teacher assistance, and overall influence on their well-being. These findings have important significance because they highlight the efficacy of blended learning in supporting not just academic advancement but also personal development, appreciation, and well-being. It emphasizes the necessity of manageable coursework, promotes self-awareness and healthy living, and advocates a balanced attitude to leisure and rest. These findings have implications

for educational strategies aimed at holistically nurturing students' physical and mental well-being.

6. Summary, Conclusion and Recommendation

Perception of students towards physical education blended learning. Despite the fact that the blended learning programs have only been fully deployed for a short time, the results have provided wonderful reviews and fantastic remarks showing how they have fulfilled their objectives for the target audience of students. While students have expressed overwhelmingly positive feedback, particularly regarding pedagogy, there remains room for future improvement in delivery quality based on user input. This, in turn, shows that refinement of the delivery approach can really enhance the educational experience.

Difference in assessment of the quality and pedagogy of physical education blended learning considering profile. Due to their separate gender-based natures, differences in sex may indicate that male and female students have different viewpoints on blended learning. Although there is consensus over the pedagogies, quality and life-study balance may differ across the two genders because to the possibility that either group may have higher expectations with regard to either of the two factors described above. These gender-based differences suggest variations in quality and work-life balance expectations, particularly among students newly introduced to blended learning. This implies that recognizing and addressing these varying expectations is essential for equitable educational experiences.

Efficiency of current programs in physical education blended learning for students. Academic development was the characteristic that received the most favorable answers from the respondents, notwithstanding the close discrepancies. This makes it clear that the blended learning approach has truly improved the respondents' educational experiences. Respondents' favorable responses concerning academic development highlight the positive impact of blended learning, particularly in the long term, while physical and mental-emotional development should be further emphasized for increased influence on student outcomes. Hence, it highlights prioritizing the long-term effects of physical and mental-emotional development can enhance educational outcomes.

Difference in assessment on the efficiency of physical education blended learning considering profile. Analyzing results based on profiles showed no significant differences in the evaluation of the effectiveness of physical education blended learning, implying consistent program effectiveness across different student profiles.

Significant relationship in the assessment between physical education being delivered via blended learning and their efficiency. It may be deduced that when physical education integrated learning is considered to be given successfully or at high levels, it can result in more efficacy in meeting student objectives in the areas of physical development, mental-emotional development, and academic performance. This means focusing on successful implementation can lead to better overall student development and academic success.

7. Conclusion

Following the results of this study, the researcher made these conclusions:

7.1 Despite the relative novelty of blended learning programs, student feedback has been overwhelmingly positive, particularly in terms of pedagogical aspects, and there's room for further improvement in delivery quality.

7.2 Gender-based differences in viewpoints on blended learning exist, primarily regarding quality and work-life balance, while students introduced to blended learning during the pandemic may find the demands challenging.

7.3 Academic development received the most favorable feedback from respondents, indicating that blended learning has positively impacted their educational experiences, with room for improvement in physical and mental-emotional development.

7.4 When considering student profiles, no significant differences were observed in the evaluation of the effectiveness of physical education blended learning.

7.5 Successful implementation of blended learning in physical education is linked to increased efficacy in achieving student objectives in physical development, mental-emotional growth, and academic performance.

8. Recommendations

The results obtained from this study showed that blended learning delivery is at an excellent level, however, the same results showed that a short-term goal – academic progress -- was predominant. Hence, development for long-term goals – physical development and mental emotional development – must be further advanced and given focus. There are facets that need to be improved for it to reach such an ideal level. Thus, the researcher of this paper recommends the following:

8.1 Focus on long-term development of students;

8.2 Consistent teacher training in providing blended learning methods so that students' knowledge and skills are continually updated and given;

8.3 Provision of media literacy training and material through online learning platforms to both students and teachers;

8.4 Developing better appreciation of blended learning among students and teachers who do not have experienced the method yet;

8.5 Application of blended learning to short-courses;

8.6 Application of the program and interventions mentioned in this study;

8.7 Expand the scope of the study beyond the school used for the respondents for a more inclusive perspective; and

8.8 Explore the perception of the students under different

specific departments about their perceptions and assessment on the impact of blended learning.

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