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Teaching Across Parallel Classes: Lived Experiences of PATHFIT Instructors in Flexible Learning Modalities

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ABSTRACT: This study examined the lived experiences of PATHFIT instructors teaching parallel classes through flexible delivery modalities. It aimed to describe the instructional conditions, adaptive practices, challenges, and professional insights that shaped the implementation of PATHFIT in settings where multiple sections were handled simultaneously. A qualitative research design was employed, involving eight PATHFIT instructors selected through purposive sampling. Data were generated through in-depth interviews and analyzed through axial coding, clustering of significant experiences, formulation of meanings, and thematic analysis. Six major themes emerged: Structural Pressures of Parallel PATHFIT Delivery; Adaptive Reconstruction of Embodied Teaching; Distributed Class Governance and Engagement; Equity with Accountability; Safety, Strain, and Sustainable Practice; and Professional Growth and Institutional Conditions. The findings showed that parallel delivery required instructors to respond to large enrollments, limited instructional time, shared activity spaces, unequal student access, safety risks, and workload demands. Instructors sustained learning through modality-outcome alignment, reusable multimodal materials, visual demonstrations, peer facilitation, flexible assessment pathways, explicit safety protocols, and collegial support. However, the study also established that instructor adaptability could not permanently compensate for inadequate facilities, excessive class size, unreliable technology, insufficient staffing, and weak institutional support. The study concluded that sustainable parallel PATHFIT delivery depends on the integration of structural readiness, coherent embodied pedagogy, equitable access, shared class governance, safety, manageable workload, and institutional capacity. As a practical output, the study developed the Sustainable Parallel PATHFIT Delivery Framework and Implementation Toolkit to guide instructional planning, implementation, monitoring, and continuous improvement.

KEYWORDS: PATHFIT, parallel class settings, flexible learning, embodied instruction, sustainable delivery

I. INTRODUCTION

The rapid advancement of technology and the continuous evolution of educational systems have significantly transformed teaching and learning practices worldwide. Higher education institutions have increasingly adopted innovative instructional approaches to respond to the changing demands of learners in the 21st century. Among these developments, flexible learning modality has emerged as an essential educational strategy that integrates digital technology, learner-centered approaches, and adaptable instructional delivery methods. Flexible learning allows students to access learning materials anytime and anywhere through a combination of synchronous and asynchronous platforms, promoting accessibility, inclusivity, and continuity of education.

Physical Education (PE) in Philippine higher education has traditionally emphasized the development of physical competence, healthy lifestyles, movement skills, fitness, and appreciation of physical activity. With the implementation of the Physical Activity Towards Health and Fitness (PATHFit) program, tertiary Physical Education has been reframed toward meaningful physical activity, health, fitness, and lifelong participation. The Commission on Higher Education (CHED), through CHED Memorandum Order (CMO) No. 39, Series of 2021, established the policies, standards, and guidelines for the implementation of tertiary PE through PATHFit courses.

Academic performance serves as a key indicator of instructional effectiveness and learning achievement in tertiary education. In performance-based subjects such as PATHFIT, academic outcomes are influenced not only by students' effort and participation but also by the teacher's ability to design meaningful learning experiences and provide effective guidance within flexible learning environments. When instructional delivery is aligned with students' learning needs and supported by competent teaching

practices, improved academic performance is more likely to be achieved. Conversely, gaps in instructional competence may hinder learning experiences and reduce the effectiveness of course implementation.

Despite the widespread adoption of flexible learning modalities, there remains limited empirical evidence examining the relationship between teachers' competence in delivering PATHFIT courses through flexible or parallel learning modalities and the academic performance of tertiary students. Existing studies often focus on online learning in general education subjects, with insufficient attention given to performance-based courses that require physical interaction and skill development. Furthermore, challenges related to instructional strategies, technological integration, assessment methods, and classroom management in blended environments highlight the need for localized investigation.

Therefore, this study seeks to determine the level of teachers' competence in delivering PATHFIT courses using flexible learning modalities and to examine its relationship with the academic performance of tertiary students at St. Jude College, Tondo, Manila. The findings of this study will serve as a basis for developing an improvement plan aimed at strengthening instructional delivery, enhancing teachers' competencies, and improving student learning outcomes in flexible learning environments.

Research Question

This study examined the lived experiences of PATHFIT instructors teaching parallel classes through flexible delivery modalities. It aimed to describe the instructional conditions, adaptive practices, challenges, and professional insights that shaped the implementation of PATHFIT in settings where multiple sections were handled simultaneously.

Specifically, this study sought to answer the following questions:

Central Question

What are the lived experiences of the PATHFIT instructors in flexible learning modality in parallel class settings?

Corollary Question

1. How do PATHFIT instructors describe their most significant experiences in relation to the flexible learning modality in parallel class settings?
2. What meanings may be formulated based on the most significant experiences of PATHFIT instructors in flexible learning modality in parallel class settings?
3. What themes emerged from the formulated meanings?
4. Based on the results of the study, what output may be proposed?

II. SCOPE AND LIMITATION OF THE STUDY

The framework was developed from the accounts of eight PATHFIT instructors within a specific institutional setting. Its components reflect recurring experiences in that setting and are supported by the thematic analysis, but the output should not be assumed to represent every higher education institution, student population, or PATHFIT curriculum. Institutions with different class sizes, facilities, staffing structures, technologies, or regulatory requirements may need to revise the indicators, roles, and decision rules.

The framework does not prescribe a universal maximum class size. A defensible number depends on the activity, venue, equipment, learner needs, assessment method, available personnel, emergency access, and the instructor's capacity to observe performance. The absence of a universal number does not imply that any class size is acceptable. It means that institutions must document the relationship between student volume and the actual conditions of safe and credible instruction.

The output has not yet undergone a separate process of expert validation, feasibility testing, reliability assessment of checklist decisions, or evaluation of effects on learning outcomes, safety, equity, or instructor wellbeing. The tools are prototypes for adaptation and pilot use. Formal institutional adoption should follow review by PATHFIT specialists, curriculum experts, administrators, safety personnel, information technology personnel, and quality-assurance practitioners. Data collected through the tools should also be governed by institutional privacy, records-management, and ethical requirements.

The framework does not replace institutional policy, professional standards, emergency protocols, occupational health requirements, or applicable regulations. It provides an organizing structure through which these requirements may be integrated into decisions about parallel PATHFIT delivery. Its effectiveness depends on leadership commitment, resource availability, interoffice collaboration, instructor participation, and willingness to act on monitoring results. A framework that documents persistent risk without producing corrective action would not satisfy its intended purpose.

FRAMEWORK



Figure 1. Experiences and Meaning Making of PATHFIT Instructors in Parallel Class Settings using Flexible Delivery Modalities Conceptual Framework

At the center of the framework is the phenomenon of interest, namely the lived experiences of PATHFIT instructors in parallel class settings using flexible delivery modalities. Parallel class teaching places instructors in situations where several sections may be handled simultaneously while instructional activities are delivered through combinations of face-to-face, online, asynchronous, or blended arrangements. The framework assumes that instructors' experiences are shaped not only by their individual teaching practices but also by the institutional and instructional environment in which parallel delivery occurs.

Universal Design for Learning provides the conceptual foundation for examining equity and access. It emphasizes anticipating learner variability and providing multiple means through which students can engage with instruction and demonstrate learning. In the context of the present study, this perspective helps interpret instructors' use of alternative resources, differentiated pathways, flexible modes of participation, and varied forms of assessment evidence.

The Job Demands-Resources Model serves as an important anchor for understanding instructor workload and wellbeing. Parallel PATHFIT teaching involves multiple professional demands, including high student volume, physical demonstration, assessment workload, administrative responsibilities, technological challenges, and safety supervision. The framework allows these demands to be interpreted alongside resources such as institutional support, adequate facilities, staffing, professional autonomy, collegial assistance, and appropriate technology.

Finally, Communities of Practice provides a basis for examining professional learning and collegial support. It recognizes that teaching knowledge is developed not only through formal training but also through participation in professional communities where practitioners exchange experiences, share solutions, develop common practices, and learn from one another. This is particularly relevant to early-career PATHFIT instructors who may rely on more experienced colleagues when navigating unfamiliar instructional conditions.

Research Design

This study will employ a qualitative phenomenological research design to explore and understand the lived experiences of PATHFit instructors teaching parallel classes through flexible learning modalities at PHINMA St. Jude College–Manila. Phenomenology is appropriate when a study seeks to understand how individuals experience a particular phenomenon and how they describe and make meaning of those experiences. In this study, the phenomenon of interest is the experience of teaching parallel PATHFit classes within a flexible learning environment.

The qualitative approach will allow the researcher to obtain rich and detailed narratives from PATHFit instructors regarding their actual experiences, challenges, adjustments, strategies, and perceptions while implementing the PATHFit curriculum. Rather than quantifying the frequency or level of particular experiences, the study will focus on understanding the meanings, patterns, and commonalities that emerge from the participants' accounts.

A phenomenological approach is particularly suitable because teaching PATHFit through flexible learning involves experiences that may not be adequately captured through numerical measures alone. Instructors may encounter challenges related to managing parallel classes, preparing instructional materials, facilitating physical activities, maintaining student participation, conducting performance-based assessments, managing time and workload, utilizing digital technologies, and addressing differences in students' access to learning resources. Exploring these experiences through participants' own narratives can provide a deeper understanding of how instructors navigate and adapt to these conditions.

The researcher will gather data primarily through semi-structured, in-depth interviews with selected PATHFit instructors who have direct experience teaching parallel classes through flexible learning modalities. The interview questions will encourage participants to describe their experiences, challenges, coping strategies, adaptations, and perceptions of institutional support. Follow-up questions may be used to clarify and deepen participants' responses.

The collected narratives will be analyzed thematically to identify significant statements, recurring ideas, categories, and overarching themes that represent the essence of the participants' experiences. The analysis will seek to move beyond individual accounts and identify shared meanings and patterns across participants while preserving the uniqueness of their experiences.

The rationale for using this research design is anchored in the central purpose of the study: to understand, rather than measure, the lived experiences of PATHFit instructors. A phenomenological design will enable the researcher to provide an in-depth account of how instructors experience the implementation of the PATHFit curriculum while teaching parallel classes through flexible learning. The resulting findings may provide valuable insights for improving instructional practices, faculty support, workload management, flexible learning implementation, and PATHFit curriculum delivery at PHINMA St. Jude College–Manila.

Data Generation Methods

The primary method of data generation was semi-structured, in-depth interviews. This method was appropriate for phenomenological research because it provided participants with opportunities to describe their experiences in their own words while allowing the researcher to explore significant experiences in greater depth.

An interview guide was developed based on the research questions and relevant literature concerning PATHFit, flexible learning, parallel-class teaching, instructional challenges, and faculty experiences. The questions were open-ended and addressed areas such as participants' experiences in teaching parallel PATHFit classes, challenges encountered, strategies used to manage instructional demands, adaptation of physical activities and learning materials, student engagement, assessment and feedback, technology use, workload and time management, institutional support, and insights gained from the experience.

Before the actual data generation, the interview guide was reviewed by qualified experts to establish its relevance, clarity, and alignment with the objectives of the study. Revisions were made based on the experts' recommendations. A preliminary interview was also conducted when appropriate to assess the clarity and suitability of the interview questions.

The interviews were conducted at mutually agreed times and locations or through an appropriate secure online platform. With the participants' permission, the interviews were audio-recorded to ensure accurate transcription. The researcher also maintained field notes documenting relevant contextual observations, nonverbal cues when observable, and immediate reflections following each interview.

Role of the Researcher and Reflexivity

In the qualitative phenomenological research process, the researcher served as the primary instrument for data generation, interpretation, and analysis. The researcher established rapport with participants, conducted the interviews, listened actively to their narratives, identified significant statements, organized emerging meanings, and interpreted patterns and themes.

Because the researcher had professional knowledge or experience related to Physical Education and higher education teaching, reflexivity was incorporated throughout the research process. The researcher consciously examined personal assumptions, prior experiences, expectations, and beliefs concerning PATHFit instruction and flexible learning to minimize their undue influence on the interpretation of participants' accounts.

A reflexive journal was maintained throughout the research process. Entries included the researcher's expectations before interviews, reflections following participant interactions, decisions made during data analysis, emerging assumptions, and instances where personal experiences could have influenced interpretation. The researcher also practiced phenomenological bracketing or epoché by identifying and setting aside preconceived assumptions as much as reasonably possible while attending closely to the participants' descriptions.

The researcher maintained a neutral and nonjudgmental stance during the interviews. Participants were encouraged to describe both positive and negative experiences freely, without fear that their responses would affect their employment, professional relationships, or evaluation.

Data Transcription and Management

With participants' consent, all interviews were audio-recorded and transcribed verbatim to preserve the accuracy and richness of their narratives. The researcher reviewed each transcript against the corresponding audio recording to check for completeness and accuracy. Meaningful pauses, emphases, emotional expressions, and relevant contextual information were noted when appropriate for interpretation. Each participant was assigned a unique identification code, such as P1, P2, and P3, rather than being identified by name. The master list connecting participant identities with their codes was stored separately from the interview transcripts.

Electronic files, including audio recordings, transcripts, coding files, and research notes, were stored in password-protected and access-restricted digital storage. Physical documents, when applicable, were kept in a secure location. Backup copies were maintained using an appropriate secure storage system. Data were retained and disposed of according to the approved institutional research protocol and applicable data-protection requirements.

If transcription or AI-assisted tools were used, their use was transparently disclosed in the research protocol and final manuscript. Identifiable participant information was not uploaded to external AI platforms unless such processing had been specifically authorized, ethically approved, and found consistent with applicable data-protection requirements.

Data Analysis Procedure

The study used thematic analysis informed by a phenomenological perspective to identify and interpret patterns of meaning within participants' narratives. The analysis focused on understanding the essence of participants' experiences rather than merely summarizing their individual responses.

The analysis proceeded through several stages. First, the researcher became familiar with the data by repeatedly reading the transcripts and listening to the corresponding recordings. Second, significant statements and meaningful excerpts directly related to the phenomenon were identified. Third, these statements were coded according to their meaning and relevance to the research questions.

The researcher then grouped related codes into categories and examined relationships among them. Emerging categories were developed into broader themes representing recurring experiences across participants. The researcher continuously compared the themes with the original transcripts to ensure that interpretations remained grounded in participants' actual accounts.

The themes were subsequently reviewed, refined, defined, and named. Attention was given to both similarities and differences among participants. Finally, the researcher developed a comprehensive narrative description of the phenomenon, integrating participants' accounts to articulate the essence of teaching parallel PATHFit classes through flexible learning modalities.

Direct quotations were incorporated into the findings to substantiate major themes. Quotations were presented using participant codes and were carefully selected to prevent the identification of individual participants.

Trustworthiness and Rigor

The study established trustworthiness using the four commonly recognized criteria of qualitative research: credibility, transferability, dependability, and confirmability.

Credibility was strengthened through prolonged engagement with the data, careful and repeated reading of transcripts, probing questions during interviews, and participant validation or member checking where appropriate. Participants were given an opportunity to review summaries or interpretations of their accounts to determine whether these accurately represented their intended meanings. Transferability was addressed through detailed descriptions of the research locale, participants, instructional context, flexible learning arrangements, data-generation procedures, and findings. Thick contextual descriptions enabled readers to determine whether the findings could be applicable to other higher education settings with similar PATHFit and flexible-learning contexts. Dependability was supported by maintaining an audit trail documenting major methodological decisions, participant recruitment procedures, interview protocols, data-management procedures, coding processes, and changes made during the research. This documentation provided a transparent record of how the study was conducted.

Confirmability was enhanced through reflexive journaling, systematic documentation of analytical decisions, and grounding interpretations in participants' actual narratives. Where feasible, peer or adviser review of codes and emerging themes was also undertaken to challenge researcher assumptions and strengthen the objectivity of the interpretation.

Taken together, these strategies helped ensure that the findings were credible, contextually meaningful, transparent, and grounded in the lived experiences of PATHFit instructors rather than being based primarily on the researcher's assumptions or expectations.

III. RESULTS

This chapter presents the analysis and interpretation of the findings reported in Chapter 4 regarding the lived experiences of PATHFIT instructors in parallel class settings. The discussion is organized around the six major themes established in the preceding chapter: Structural Pressures of Parallel PATHFIT Delivery; Adaptive Reconstruction of Embodied Teaching; Distributed Class Governance and Engagement; Equity with Accountability; Safety, Strain, and Sustainable Practice; and Professional Growth and Institutional Conditions. The analysis examines the relationships among these themes and their respective sub-themes, the conditions and mechanisms through which the patterns developed, and their significance for flexible, embodied, and performance-based instruction.

Analytical Treatment of Emergent Themes

The six emergent themes identified in Chapter 4 form an interconnected analytical structure rather than six isolated descriptions. Structural Pressures of Parallel PATHFIT Delivery constitutes the principal antecedent condition because enrollment density, restricted contact time, and unsuitable activity spaces shaped the possibilities for instruction, assessment, supervision, and communication. Adaptive Reconstruction of Embodied Teaching represents the instructors' primary pedagogical response to those conditions. Distributed Class Governance and Engagement and Equity with Accountability function as mediating processes that extend instructional reach and preserve student participation. Safety, Strain, and Sustainable Practice identifies the point at which adaptation encounters physical, supervisory, and occupational limits. Professional Growth and Institutional Conditions then captures the feedback process through which instructors learn from experience while also recognizing which problems require institutional, rather than individual, resolution. Cross-case comparison indicates that the themes were broadly shared but varied in intensity and expression. Participants with longer PATHFIT experience more often described systems they had refined through repeated implementation, whereas instructors with only several months of experience emphasized immediate adjustment, uncertainty, and dependence on experienced colleagues. The same strategy could also serve different functions across cases. Online delivery sometimes widened access, sometimes reduced the physical and vocal burden of teaching, and sometimes compensated for gymnasium noise. Group work supported engagement, but it also reduced the volume of individual checking. These variations show that the instructional value of a strategy was not fixed. It depended on the alignment among learning outcomes, student needs, class size, modality, physical environment, and institutional support.

Table 1

Summary of Emergent Themes, Sub-themes, and Representative Participant Evidence

Major Theme	Sub-themes	Representative Participant Evidence
Structural Pressures of Parallel PATHFIT Delivery	Mass enrollment and reduced individual attention; crowded, noisy, and shared activity spaces; compressed instructional and assessment time	"...in 2 hours class I have 2 sections approximately 80 to100 students." (P8)
Adaptive Reconstruction of Embodied Teaching	Advance preparation and reusable multimodal materials; modality matching and contingency redesign; visual demonstration and layered skill feedback; multiple evidence and responsive instructional revision; streamlining unsustainable practices	"...if more on lesson kami mas pina-priority ko yung online class... if more on activity... face-to-face period." (P8)
Distributed Class Governance and Engagement	Group-based instruction and peer facilitation; clear routines and communication systems; active, relational, and motivational engagement; fulfillment through student participation and performance	"I always group each section into 5, set a leader and an assistant." (P1)
Equity with Accountability	Unequal access and participation conditions; flexible accommodations and alternative pathways; low-resource and multichannel access strategies; maintaining fairness and performance standards	"Many students struggled in connectivity, availability of gadgets, and personal space at home." (P5)
Safety, Strain, and Sustainable Practice	Physical and vocal demands; explicit safety protocols; emergency risk; workload spillover; self-monitoring and professional boundaries	"...may nag collapse sa klase ko and dahil mag isa ako at ang dami ko students..." (P7)
Professional Growth and Institutional Conditions	Reflective adaptation; reframing beliefs; collegial and administrative support; institutional resources and policy reform; early-career learning	"...nag adjust na ako at nagkaroon nako ng idea paano sila mapag kakasya sa venue." (P8)

Theme 1: Structural Pressures of Parallel PATHFIT Delivery

Structural Pressures of Parallel PATHFIT Delivery operates as the foundational condition of the thematic system. The theme explains why the participants' difficulties cannot be interpreted solely as matters of individual teaching skill. Parallel delivery placed two or more sections under one instructor within the same period, often producing groups of approximately 80 to 100 students while preserving the same time allocation, venue, and personnel normally associated with a smaller class. In a movement-based course, this arrangement alters the pedagogical relationship because observation, feedback, safety monitoring, and assessment are all attention-intensive. The pressure therefore resulted from a mismatch between the scale of responsibility and the resources available for fulfilling that responsibility.

The three sub-themes show a cumulative relationship. Mass enrollment increased the number of learners requiring observation; crowded and noisy spaces reduced the quality of information available to instructors and students; and compressed time forced instructors to shorten, stagger, or redistribute learning activities. Each condition intensified the others. A large group in an adequate venue with sufficient staff might be manageable, but the combination of high enrollment, shared space, poor acoustics, and limited time produced a qualitatively different instructional environment. This interpretation is consistent with Philippine findings that class size, facilities, equipment, and time remain persistent constraints in physical education (Tagare, 2026), while extending the literature by showing how these conditions converge in simultaneous multi-section teaching.

Sub-theme 1.1: Mass Enrollment and Reduced Individual Attention

Mass enrollment and reduced individual attention was evident in the accounts of Participants 1, 3, 5, and 8, who described simultaneous sections, semester loads exceeding 16 sections, or meetings involving approximately 80 to 100 students. The analytical significance of these accounts lies not only in the number of students but in the reduction of instructional visibility. PATHFIT requires the instructor to observe body position, movement sequence, effort, coordination, and signs of physical difficulty. When many students perform at the same time, the instructor's attention becomes distributed across competing events, which reduces the likelihood of detecting subtle errors and providing timely individual correction.

The sub-theme also reveals a scale-related threat to assessment completeness. A performance score may be technically recorded for every student while the depth of observation varies according to position, sequence, and available time. Students who perform near the instructor or earlier in the schedule may receive more immediate feedback than those who perform at a distance or later in the period. Large enrollment therefore creates the possibility of uneven instructional contact even when the same lesson and rubric are formally applied. HyFlex and flexible PE studies have similarly reported difficulty monitoring performance and maintaining engagement (Mata & Marasigan, 2024; Tanucan et al., 2025), but the present finding identifies simultaneous section consolidation as an additional mechanism that reduces individual attention.

Sub-theme 1.2: Crowded, Noisy, and Shared Activity Spaces

Crowded, noisy, and shared activity spaces emerged across Participants 1, 4, 6, and 8. Their accounts indicate that the physical environment was not a passive background to instruction. It actively shaped what could be heard, seen, practiced, and assessed. Competing classes increased noise, limited movement zones, disrupted transitions, and reduced sight lines. The reported use of whistles, microphones, elevated demonstration positions, and coordination with co-teachers shows that instructors were attempting to restore channels of communication that the venue no longer supported adequately.

From an ecological perspective, the relationship among learner, task, and environment determines the movement opportunities available in a lesson. A task designed for one class can become unsafe or instructionally weak when several groups occupy the same space. The problem cannot be resolved entirely through louder instruction because acoustics, movement density, equipment access, and supervisory visibility remain constrained. Embodied learning literature emphasizes that bodily action and environmental information are integral to physical education (Castro-Alonso et al., 2024; Forte et al., 2023). The findings therefore indicate that facility suitability should be judged by pedagogical and safety requirements, not only by the number of people a venue can physically contain.

Sub-theme 1.3: Compressed Instructional and Assessment Time

Compressed instructional and assessment time was shared by Participants 1, 2, 3, 4, and 6. A nominal two-hour class had to accommodate attendance, explanation, demonstration, warm-up, practice, correction, performance, cool-down, and documentation for more than one section. The time available for substantive learning was therefore considerably less than the scheduled duration. When one section required extended instruction or performance time, another section could receive reduced practice or delayed assessment. This created an internal distribution problem in which equal scheduling did not necessarily produce equal instructional exposure.

Time pressure also influenced the form of teaching and assessment. Instructors transferred discussions online, shortened activities, accepted video evidence, staggered live performance, or moved from individual to group outputs. These practices were adaptive, but they also show that the original schedule could not support all intended processes at the desired level of

individualization. Reviews of blended university physical education identify instructional design, monitoring, and time as decisive conditions of effectiveness (Wang et al., 2022; Wang et al., 2023). Philippine evidence similarly documents the difficulty of authentic performance assessment in flexible delivery (Ambe et al., 2022). The present sub-theme clarifies that time scarcity is not merely an inconvenience; it alters the opportunities available for practice, observation, and feedback.

Taken together, the three sub-themes establish Structural Pressures of Parallel PATHFIT Delivery as the antecedent theme. The conditions described did not determine failure, but they narrowed the range of pedagogically sound choices. This narrowing generated the need for Adaptive Reconstruction of Embodied Teaching and later contributed to Safety, Strain, and Sustainable Practice when the compensatory work required of instructors became physically or administratively excessive.

Theme 2: Adaptive Reconstruction of Embodied Teaching

Adaptive Reconstruction of Embodied Teaching represents the deliberate reorganization of explanation, demonstration, practice, feedback, and assessment under flexible and parallel conditions. The theme is more accurately understood as pedagogical reconstruction than as technology adoption. Participants did not simply add digital tools to an unchanged course. They reconsidered which learning functions could occur online, which required face-to-face embodiment, how demonstrations could remain visible, how evidence could be collected, and which practices had to be simplified or discontinued to remain workable at scale.

The five sub-themes form a progression from preparation to implementation and revision. Advance preparation created reusable resources; modality matching placed learning functions in environments capable of supporting them; visual demonstration and layered feedback preserved movement guidance; multiple evidence strengthened assessment and informed revision; and streamlining removed practices whose demands exceeded their instructional value. The sequence shows that adaptation was iterative. Instructors planned, implemented, observed the consequences, and redesigned subsequent sessions. Philippine and Asian literature similarly indicates that blended physical education is effective when online and face-to-face components are complementary rather than interchangeable (Mata & Marasigan, 2024; Wang et al., 2022; Wang et al., 2024).

Sub-theme 2.1: Advance Preparation and Reusable Multimodal Materials

Advance preparation and reusable multimodal materials appeared across seven participants, making it one of the most widely shared processes in the dataset. Instructors prepared presentations, visual guides, recorded demonstrations, rubrics, activity instructions, attendance systems, and communication materials before class. Reusability was especially important because the same course content had to serve multiple sections and sometimes more than one modality. Preparation reduced duplication and allowed instructors to revise one common resource rather than create separate materials for every group.

Sub-theme 2.2: Modality Matching and Contingency Redesign

Modality matching and contingency redesign was evident when instructors assigned conceptual discussion, orientation, and advance instruction to online sessions while reserving face-to-face meetings for performance, guided practice, and direct correction. This arrangement reflects functional alignment rather than a general preference for one modality. Online delivery became useful when the gymnasium was too noisy for sustained discussion, while face-to-face delivery remained important when learning required embodied demonstration, equipment, or immediate safety supervision.

The contingency component of the sub-theme is equally important. Participants replaced failed plans when internet interruption, overcrowding, schedule conflict, or assessment backlog made the original arrangement ineffective. Asynchronous video, staggered live sessions, modified tasks, and rescheduled performance were used to maintain continuity. Blended PE research supports the complementarity of digital preparation and physical practice (Lin et al., 2022; Wang et al., 2023). The findings extend that principle by showing that modality choice in parallel PATHFIT must remain responsive to both digital and physical constraints. Effective flexibility required a planned alternative, not merely a change announced after the lesson had already failed.

Sub-theme 2.3: Visual Demonstration and Layered Skill Feedback

Visual demonstration and layered skill feedback was reported by seven participants. Live modeling, recorded videos, whole-class demonstrations, private comments, peer checklists, and leader-assisted observation formed a layered system of movement guidance. Visual information was essential when verbal instruction was weakened by noise, distance, or connectivity. Recorded demonstration also allowed repeated viewing, which was valuable for students who needed additional time to identify movement phases or review safety cues.

The feedback structure reflected the realities of scale. Common errors could be corrected through whole-class demonstration, group patterns could be addressed through leaders or peer checklists, and persistent or high-risk errors could receive individual attention. Embodied cognition supports this emphasis on observation and enactment because movement learning develops through perception, action, and adjustment (Castro-Alonso et al., 2024; Forte et al., 2023). Studies on mobile,

wearable, and AI-supported feedback similarly show that digital tools can make performance criteria more visible and support reflection (Hsia et al., 2024; Lin et al., 2022; Lin et al., 2023). The present finding nevertheless confirms that recorded feedback supplements rather than fully replaces live observation, particularly when safety and complex technique are involved.

Sub-theme 2.4: Multiple Evidence and Responsive Instructional Revision

Multiple evidence and responsive instructional revision reflects the participants' recognition that no single source could represent PATHFIT learning completely. Live performance, recorded output, activity logs, reflections, attendance, rubrics, peer checklists, leader reports, and instructor observation provided different forms of information. The value of this approach lies in triangulation of learning evidence. A video may reveal technique but not the full context of participation; attendance may verify presence but not competence; and reflection may show conceptual understanding without proving physical execution.

The same evidence also informed instructional revision. Participants used student behavior, submission quality, participation patterns, and direct feedback to adjust pacing, task difficulty, communication, and assessment. Philippine PE teachers have reported comparable use of rubrics, modified tasks, online platforms, and formative feedback under flexible conditions (Ambe et al., 2022). The findings deepen this literature by showing that evidence served two functions: it supported judgment of student outcomes and provided information about whether the instructional design itself was working. Assessment therefore became part of the feedback loop through which parallel delivery was continually reconstructed.

Sub-theme 2.5: Streamlining Unsustainable Practices

Streamlining unsustainable practices describes the selective removal or simplification of procedures whose checking, coordination, or administrative burden was disproportionate to their instructional value. Participants moved from extensive individual performances to organized group outputs, reduced duplicate requirements, retained reusable materials, and adopted more efficient evidence systems. These decisions did not necessarily indicate a lowering of standards. They reflected an attempt to protect the essential outcome while reducing procedural complexity that could not be maintained across several sections.

Theme 3: Distributed Class Governance and Engagement

Distributed Class Governance and Engagement explains how instructors created an intermediate organizational level between one teacher and a mass class. Student leaders, assistants, peer partners, group structures, routines, and communication protocols extended the instructor's operational reach. The term distributed does not mean that professional accountability was transferred to students. Rather, routine functions were delegated so that the instructor could concentrate limited attention on instruction, feedback, safety, and final judgment.

The theme also shows that governance and engagement were inseparable. Efficient grouping without relational support could produce compliance but not meaningful participation. Conversely, encouragement without predictable routines could be difficult to sustain across multiple sections. The four sub-themes therefore combine organizational order with motivational presence. They explain how large classes became temporarily manageable and why visible student participation provided an important source of professional meaning for instructors.

Sub-theme 3.1: Group-Based Instruction and Peer Facilitation

Group-based instruction and peer facilitation was evident among Participants 1, 4, 5, and 8. Groups reduced the number of direct communication points, organized equipment and attendance, supported practice, and made performance checking more manageable. Leaders and assistants functioned as local coordinators who could identify absentees, consolidate submissions, prepare group members, and assist with routine observation. This arrangement allowed the instructor to work through smaller units rather than address an undifferentiated mass of students.

The analytical boundary of peer facilitation is equally significant. Students could assist with organization and selected formative observation, but they could not replace the instructor's professional responsibility for valid assessment, correction of complex technique, or emergency response. The arrangement strengthened social presence and relatedness, which are important in flexible PE (Tanucan et al., 2025), but it also introduced risks of inaccurate reporting, unequal participation, and excessive dependence on particular leaders. Group governance was therefore most defensible when roles were clearly defined, monitored, and limited to functions appropriate for peer support.

Sub-theme 3.2: Clear Routines and Communication Systems

Clear routines and communication systems created operational stability across changing modalities and simultaneous sections. Fixed schedules, time rules, attendance procedures, advance reminders, Google Classroom organization, group chats, and standardized submission pathways reduced repeated clarification. Predictability conserved instructional time because students knew where to find information, when to prepare, and how to submit evidence. It also reduced the cognitive burden on instructors, who otherwise would have to respond individually to the same procedural questions.

The need for multiple channels nevertheless produced a second-order problem. A multichannel system widened access, but it could fragment communication and extend instructor availability. Ocampo (2023) similarly found that computer-mediated communication enabled continuity while producing ambiguity, technology problems, and pressure to devise alternatives. The findings therefore support a structured multichannel model in which platforms have distinct purposes rather than overlapping functions. Clear routines were not simply classroom-management techniques. They were infrastructure for coordinating teaching presence across sections, times, and modalities.

Sub-theme 3.3: Active, Relational, and Motivational Engagement

Active, relational, and motivational engagement emerged when instructors used questioning, validation, games, collaboration, encouragement, and visible support to sustain participation. This relational work was particularly important in online sessions and very large classes, where individual students could become silent or anonymous. The findings indicate that engagement was not generated automatically by an activity or platform. It depended on whether students experienced the class as understandable, supportive, and socially connected.

Self-Determination Theory clarifies this pattern through autonomy, competence, and relatedness (Ryan & Deci, 2020). Alternative pathways supported autonomy; demonstration, rubrics, and feedback supported competence; and groups, encouragement, and recognition supported relatedness. Asian studies associate technology use, teacher support, self-efficacy, and engagement with favorable PE outcomes (Cui et al., 2024; Guan et al., 2026). The participants' accounts support these relationships while showing that scale can weaken them. Relational teaching had to be designed intentionally because high enrollment reduced spontaneous interaction and the visibility of individual effort.

Sub-theme 3.4: Fulfillment through Student Participation and Performance

Fulfillment through student participation and performance identifies the emotional meaning instructors attached to visible student learning. Participants 2, 5, 7, and 8 described satisfaction when students enjoyed the activities, completed tasks, demonstrated skill, or continued participating despite difficult conditions. This fulfillment functioned as a motivational resource. It helped instructors interpret extensive preparation and adaptation as professionally worthwhile rather than as burden alone.

The finding should not, however, be used to romanticize strain. Positive student response may buffer occupational difficulty, but it does not remove the structural conditions that produced the difficulty. Research on PE teachers links professional achievement and engagement with competence and occupational conditions (Chen et al., 2025). The present sub-theme similarly suggests that student success can strengthen commitment, yet sustainable engagement requires adequate resources. Fulfillment explains why instructors persisted, but it should not become an institutional justification for continuing arrangements that rely on excessive personal sacrifice.

Distributed Class Governance and Engagement therefore mediated between structural scale and workable participation. Group structures and routines reduced organizational congestion, while relational practices preserved motivation and meaning. The theme also interacted with Equity with Accountability because leaders, communication systems, and group processes were used to identify students needing accommodation and to distinguish legitimate access barriers from unsupported nonparticipation.

Theme 4: Equity with Accountability

Equity with Accountability captures the instructors' effort to respond to unequal conditions without abandoning common learning outcomes. Students differed in connectivity, devices, available space, equipment, attendance, health, family responsibilities, and confidence across modalities. A uniform procedure could therefore create unequal opportunity even when the same requirement was applied to everyone. The instructors responded by varying timing, resources, modality, or evidence while retaining rubrics, participation expectations, and consequences for unsupported noncompletion.

The four sub-themes describe a balancing process rather than a choice between leniency and rigor. Unequal access conditions established the need for adjustment; flexible accommodations kept students within the learning process; low-resource and multichannel strategies widened practical access; and performance standards maintained the academic meaning of the course. This balance is central to flexible PE because bodily learning is affected by material and spatial conditions that are not equally distributed across students.

Sub-theme 4.1: Unequal Access and Participation Conditions

Unequal access and participation conditions appeared across six participants. Their accounts included unstable internet, limited devices, inadequate home space, lack of equipment, financial constraints, family concerns, and differences in comfort between online and face-to-face settings. These conditions complicate simple interpretations of absence or low performance. A student who cannot join synchronously, record a full-body movement, or obtain equipment may appear disengaged even when the primary barrier is material rather than motivational.

Philippine studies consistently identify connectivity, devices, resources, monitoring, and home conditions as barriers in flexible PE and higher education (Angkay & Tagare, 2022; Ocampo, 2023; Sabio & Sabio, 2024). Lambert et al. (2024) likewise caution that remote PE must be interpreted in relation to embodiment, relationships, and unequal home environments. The present finding reinforces these concerns and shows that inequity also interacts with parallel scale. When many students require individual accommodation, the time needed for negotiation, follow-up, and differentiated checking becomes a significant component of faculty workload.

Sub-theme 4.2: Flexible Accommodations and Alternative Pathways

Flexible accommodations and alternative pathways included adjusted deadlines, recorded submissions, modified activities, catch-up guidance, alternative schedules, and differentiated evidence. These practices prevented temporary access problems from becoming permanent exclusion. The instructors generally attempted to preserve the learning goal while changing the pathway through which students could participate or demonstrate performance.

Universal Design for Learning provides a useful interpretation because it treats learner variability as a condition to be anticipated rather than an exception addressed only after failure (Han & Lei, 2024). The data also indicate that accommodation was frequently reactive, which increased repeated communication and grading complexity. The analytical implication is that flexibility becomes more sustainable when common alternatives are planned before the course begins. Pre-approved make-up pathways, low-bandwidth materials, modified movement options, and several evidence formats can reduce case-by-case negotiation while maintaining coherence.

Sub-theme 4.3: Low-Resource and Multichannel Access Strategies

Low-resource and multichannel access strategies combined material improvisation with communication redundancy. Household objects, equipment-free tasks, mobile data, Google Classroom, Messenger, Google Meet, YouTube, Google Drive, and email were used because no single resource or platform was reliable for all students. Improvised equipment reduced financial barriers, while multiple channels allowed students to receive instructions and submit evidence even when one platform failed.

The analytical value of these strategies lies in their practicality, but they also expose institutional gaps. Technology integration can improve access and assessment when supported by infrastructure and teacher competence (Campo et al., 2024), yet a system that depends on personal data expenditure or improvised materials transfers institutional costs to instructors and students. Multichannel access can also fragment records and extend after-hours communication. The strategy therefore widened participation while simultaneously contributing to the workload dynamics described under Safety, Strain, and Sustainable Practice.

Sub-theme 4.4: Maintaining Fairness and Performance Standards

Maintaining fairness and performance standards was evident in the continued use of rubrics, evidence requirements, attendance records, deductions, individual make-up work, and leader reports. The instructors differentiated pathways but retained visible expectations. This distinction is analytically important because equity was not defined as identical procedure or the removal of standards. It was defined as providing a reasonable opportunity to attain and demonstrate the same intended outcome under differing conditions.

The balance also protected motivation. Self-Determination Theory distinguishes autonomy-supportive choice from the absence of structure (Ryan & Deci, 2020). Students may benefit from choice in timing, task format, or equipment, but they still require clear criteria and feedback to experience competence. Philippine PE teachers have similarly used rubrics, modified tasks, and extended submissions to preserve assessment under flexible delivery (Ambe et al., 2022). The present findings add that consequences for unsupported nonparticipation were necessary to sustain the legitimacy of accommodation among students who complied with the requirements.

Equity with Accountability consequently mediated the relationship between access and academic integrity. It enabled participation across unequal circumstances while protecting the intended learning outcome. At the same time, each alternative pathway created additional coordination and assessment work, demonstrating why equity provisions must be supported by clear course design and institutional workload recognition.

Theme 5: Safety, Strain, and Sustainable Practice

Safety, Strain, and Sustainable Practice identifies the embodied and occupational limits of the parallel arrangement. PATHFIT requires movement demonstration, voice projection, supervision, equipment management, and immediate response to signs of injury or distress. These demands were intensified by continuous teaching schedules, large groups, remote activities beyond direct observation, and the extension of checking and communication into personal time. The theme therefore connects student protection with instructor well-being rather than treating them as separate issues.

The five sub-themes form a risk continuum. Physical and vocal demands reduce available energy; explicit safety protocols attempt to prevent harm; emergency incidents reveal the limits of mass supervision; workload spillover reduces recovery; and

self-monitoring and boundaries become necessary for continued functioning. The pattern is consistent with the Job Demands-Resources model, which explains how sustained demands become harmful when adequate resources and recovery are absent (Bakker & Demerouti, 2017).

Sub-theme 5.1: Physical and Vocal Demands of Continuous Parallel Teaching

Physical and vocal demands of continuous parallel teaching appeared in the accounts of Participants 1, 7, and 8. Full-day schedules, repeated demonstration, prolonged standing, loud instruction, delayed meals, and limited rest consumed the instructor's body as an instructional resource. Participant 1's fatigue-related illness is analytically significant because it shows that continuity achieved through sustained exertion can eventually reduce the very capacity needed to teach.

Workload research links excessive demands with burnout, emotional exhaustion, and reduced work performance (Chen et al., 2025; Magtalas & Eduvala, 2024; Wahab et al., 2024). In PATHFIT, these effects are especially consequential because the instructor must remain physically capable of demonstrating and cognitively alert enough to monitor safety. The finding therefore reframes physical fatigue from a private wellness concern into an instructional and risk-management issue.

Sub-theme 5.2: Explicit Safety Protocols for Home and Campus Activity

Explicit safety protocols for home and campus activity were reported by seven participants. Warm-up, cool-down, hydration, clothing, footwear, safe surfaces, equipment alternatives, physical limits, pain response, and stopping rules were taught because students often performed beyond immediate instructor supervision. Safety had to become part of the lesson content rather than an assumption attached to the activity.

This finding is particularly important for flexible delivery. A digitally accessible task may remain physically unsafe if the student lacks adequate space, uses unsuitable equipment, or cannot interpret bodily warning signs. Critical reviews of remote PE emphasize the importance of embodiment and unequal home conditions (Lambert et al., 2024), while broader online PE research identifies supervision and instructional design as continuing concerns (Tagimaucia et al., 2024). The participants' practices show that safety instructions should be observable, repeated, and integrated into rubrics and submission requirements rather than communicated only as general reminders.

Sub-theme 5.3: Emergency Risk under Mass Supervision

Emergency risk under mass supervision was most directly represented by the reported student collapse and by accounts of severe crowding. The issue is not that the instructor failed to respond. The participant remained calm and provided assistance. The analytical concern is that responding to one emergency temporarily reduces supervision of the remaining students. In a large activity class, several movements, equipment interactions, and student conditions continue while the instructor's attention is concentrated elsewhere.

This sub-theme exposes a structural limit that cannot be resolved through individual resilience alone. First-aid competence is necessary but insufficient when one instructor is responsible for many simultaneous performers. Class size, additional personnel, emergency communication, venue access, and clear response procedures are institutional safety resources. Tagare (2026) identifies space, time, support, and class conditions as persistent realities in Philippine PE. The present finding extends that discussion by demonstrating how mass supervision can transform an isolated health incident into a wider supervisory vulnerability.

Sub-theme 5.4: Workload Spillover and Boundary Erosion

Workload spillover and boundary erosion appeared across Participants 2, 3, 4, 5, and 6. Preparation, video checking, feedback, attendance reconciliation, reporting, grading, and student follow-up continued after scheduled class hours. Digital platforms enabled continuity but also extended the time and locations in which instructors were expected to remain available. The official teaching schedule therefore represented only part of the actual labor required for parallel flexible delivery.

Philippine HyFlex PE research reports increased workload and assessment difficulty (Tanucan et al., 2025), while broader studies connect workload with burnout and reduced well-being (Magtalas & Eduvala, 2024; Wahab et al., 2024). The present findings identify specific mechanisms of spillover: repeated video review, fragmented communication, individualized alternatives, late submissions, and grading troubleshooting. These mechanisms show that flexibility for students may produce temporal inflexibility for instructors unless workload, communication, and submission systems are bounded institutionally.

Sub-theme 5.5: Self-Monitoring, Recovery, and Professional Boundaries

Self-monitoring, recovery, and professional boundaries emerged as instructors learned to recognize fatigue, protect rest, adjust modality, organize checking, and limit communication outside work. These practices represent a shift from endurance to sustainability. The decision to conduct a less physically demanding lesson online, for example, was not avoidance of responsibility. It was a judgment that the same learning outcome could be attained without unnecessary physical depletion.

The Job Demands-Resources model distinguishes personal resources from structural resources. Time management, self-monitoring, and boundaries can buffer demands, but they cannot permanently compensate for excessive enrollment, poor

facilities, or insufficient staffing. Environmental and occupational studies of PE teachers similarly connect working conditions, stress, exhaustion, and engagement (Chen et al., 2025; Li et al., 2024). The sub-theme therefore supports two simultaneous conclusions: instructors require self-care competencies, and institutions must not use those competencies as substitutes for adequate working conditions.

Safety, Strain, and Sustainable Practice marks the threshold at which adaptive success must be evaluated against human limits. A class may continue and students may submit requirements while supervision, recovery, and faculty well-being deteriorate. Sustainability therefore requires evidence that learning, safety, and occupational health were protected, not merely that the semester was completed.

Theme 6: Professional Growth and Institutional Conditions

Professional Growth and Institutional Conditions captures the developmental and organizational feedback generated by the preceding themes. Participants learned through repeated exposure, revised beliefs about flexible PATHFIT, sought assistance from colleagues and program heads, and identified the institutional resources needed for sustainable delivery. The theme demonstrates that competence developed within practice, but it also distinguishes professional learning from institutional compensation. Instructors became more capable, yet some difficulties persisted because they were produced by conditions beyond individual control.

The five sub-themes move from personal learning toward system responsibility. Reflective adaptation explains how experience informed later decisions; reframing beliefs explains changes in pedagogical understanding; collegial and administrative support shows how competence was socially developed; institutional resources and policy reform identify structural requirements; and early-career learning highlights the vulnerability of instructors who were developing basic professional routines while already managing high-volume assignments.

Sub-theme 6.1: Reflective Adaptation through Experience

Reflective adaptation through experience was evident across seven participants. Difficult sessions involving connectivity, crowding, assessment, participation, or fatigue informed subsequent changes in pacing, modality, materials, grouping, and communication. The instructors' learning was practical and iterative. They observed consequences, identified what had not worked, and altered the next implementation.

Philippine PE research describes teachers as creative and resilient while also emphasizing the demands of flexible delivery (Ambe, 2023; Angkay & Tagare, 2022). The present finding adds that adaptation was not a single response to an emergency period. It became a continuing professional process in which instructors developed a repertoire of context-sensitive strategies. Reflection was productive when it generated more coherent practice, but repeated adaptation to the same structural deficiencies also indicated the need for institutional intervention.

Sub-theme 6.2: Reframing Beliefs about Flexible PATHFIT

Reframing beliefs about flexible PATHFIT describes the shift from viewing physical education as possible only through face-to-face instruction toward a more differentiated understanding of modality. Participants recognized that conceptual explanation, preparation, reflection, selected fitness activities, and some performance evidence could occur online, while complex skill practice, immediate correction, and safety-sensitive performance remained more dependent on physical presence.

This shift aligns with blended PE research showing that digital and physical components are most effective when they perform complementary functions (Lin et al., 2022; Wang et al., 2022; Wang et al., 2024). The reframing did not diminish the embodied nature of PATHFIT. Instead, it clarified which learning processes required bodily co-presence and which could be supported through digital mediation. The result was a more precise pedagogical belief: the question was not whether PATHFIT should be online or face-to-face, but whether each outcome was placed in an environment capable of supporting the required learning process.

Sub-theme 6.3: Collegial and Administrative Support

Collegial and administrative support appeared across most participants. Co-teachers, program heads, experienced instructors, former classmates, and professional networks provided advice, shared materials, coordinated venue use, and helped solve immediate problems. This support was particularly important because much of the knowledge required for parallel teaching was tacit. Formal course descriptions did not explain how to organize 100 students in a shared gym, stagger performance assessment, or manage repeated connectivity failure.

Communities of Practice explains how such competence develops through participation in shared professional activity (Wenger, 1998). Chen (2022) further shows that collaborative professional learning can alter teacher understanding and practice when it addresses concrete instructional problems. The findings support these perspectives but also reveal an equity issue among instructors. Informal support depends on the availability of approachable and experienced colleagues. Sustainable induction

therefore requires structured mentoring, collaborative planning, peer observation, and program-level resource sharing rather than reliance on personal networks alone.

Sub-theme 6.4: Institutional Resources and Policy Reform

Institutional resources and policy reform identifies the point at which individual adaptation must be converted into organizational response. Participants requested reliable internet, suitable activity spaces, amplification systems, equipment, technical assistance, additional PE personnel, and more realistic workload arrangements. Personal data expenditure, improvised equipment, extended working hours, and informal coordination maintained continuity, but they also concealed the extent of institutional insufficiency.

Sub-theme 6.5: Early-Career Learning in High-Demand Settings

Early-career learning in high-demand settings was shared by all eight participants. The group was between 23 and 26 years old, and no participant reported more than three years of teaching experience. Several had only months of PATHFIT experience while already handling large parallel assignments. They were therefore developing general teaching competence, subject-specific pedagogy, technology use, safety practice, and workload routines under conditions of immediate high responsibility.

This context helps explain the central role of learning-by-doing and collegial assistance. It also raises questions about induction and assignment policy. Beginning instructors may demonstrate rapid growth, but high-demand exposure without structured mentoring can normalize excessive workload and make preventable difficulties appear to be ordinary features of professional entry. Communities of Practice and the Job Demands-Resources model jointly suggest that early-career competence is strengthened when situated learning is accompanied by adequate resources, supervision, and manageable demands (Bakker & Demerouti, 2017; Chen, 2022).

Professional Growth and Institutional Conditions therefore completes the thematic cycle. Experience transformed difficulty into professional knowledge, but that knowledge also enabled instructors to identify the boundary between problems that could be addressed pedagogically and problems requiring institutional correction. The theme shifts the interpretation from individual resilience toward shared responsibility for sustainable PATHFIT delivery.

Interrelationships Among the Six Emergent Themes

The analytical configuration may be summarized as a structural-demand, adaptive-response, mediating-process, sustainability-limit, and institutional-feedback cycle. Structural Pressures of Parallel PATHFIT Delivery generated demands by concentrating learners, time, and space. Adaptive Reconstruction of Embodied Teaching reorganized learning functions across modalities and evidence forms. Distributed Class Governance and Engagement extended instructor presence, while Equity with Accountability maintained participation across unequal conditions. Safety, Strain, and Sustainable Practice revealed whether the cumulative arrangement remained within human and supervisory limits. Professional Growth and Institutional Conditions then converted experience into improved practice and demands for organizational reform.

A reinforcing dynamic is also present. Adaptive practices enabled the parallel arrangement to continue, but successful continuity could normalize the structural conditions that required adaptation. Reusable materials, student leaders, personal data, improvised equipment, flexible deadlines, and after-hours checking functioned as resources, yet they could also reduce the visibility of overcrowding, inadequate infrastructure, and workload excess. This is the central compensatory paradox of the findings: instructor ingenuity protected students in the short term while potentially allowing structural inadequacy to persist in the long term.

Reflexivity and Triangulation Strategies

Interpretation of the findings required sustained reflexive attention because the progression from verbatim response to significant experience, axial code, formulated meaning, sub-theme, and major theme involved successive analytical judgments. At each stage, decisions were required regarding which elements of a response were sufficiently significant for analysis, how closely related experiences could be clustered, and how broadly a theme could be formulated without severing its connection to the original account. Reflexivity was therefore approached as a systematic examination of the interpretive process rather than as a general acknowledgement that qualitative inquiry is influenced by researcher subjectivity.

A primary reflexive strategy was preservation of the participants' original language. English, Filipino, and mixed-language excerpts were retained in Chapter 4 rather than standardized into more formal academic wording. This reduced the risk that translation or grammatical correction would alter intensity, uncertainty, emphasis, or culturally situated expression. During interpretation, the quotations were not treated as isolated literal statements. They were considered in relation to the interview question, the participant's longer response, and the pattern across cases. For example, the phrase "nakakataba ng puso" conveyed

more than simple satisfaction; within the surrounding account, it expressed the emotional value of seeing participation continue despite crowding.

The analytical record further supported reflexive traceability. The processed dataset retained the participant, interview question, verbatim response, significant experience, and axial code. Significant experiences were then clustered into formulated meanings before the sub-themes and major themes were developed. This chain made it possible to revisit whether a higher-order interpretation remained supported by the data. When a proposed meaning appeared too broad, it could be checked against the excerpts from which it originated. When two sub-themes appeared to overlap, their distinct analytical functions could be reconsidered. For example, improvised equipment was relevant to both equity and safety, but it was interpreted under equity when the principal issue was financial or material access and under safety when the principal issue was risk reduction.

Integrated Conceptual Understanding

Taken together, the theoretical lenses support an integrated interpretation organized around structural demands, adaptive resources, and embodied learning. Structural and ecological conditions delimit the forms of movement, observation, interaction, and assessment that are possible. These conditions generate corresponding demands on instructors and students. Instructors respond by distributing teaching presence across modalities, organizing social responsibility, providing varied pathways for participation and evidence, and drawing upon collegial communities. Student engagement, competence, and access are shaped by the quality and coherence of these responses. Safety and faculty well-being, in turn, indicate whether the arrangement remains within sustainable instructional limits.

This integrated interpretation contributes to the literature by indicating that the quality of flexible PATHFIT is not determined by delivery modality in isolation. It emerges from the alignment among embodied learning outcomes, environmental affordances, teaching and social presence, learner variability, occupational demands, and professional support. Parallel delivery consequently requires a system-level analysis. A well-designed digital platform cannot compensate for unsafe enrollment density, just as an experienced instructor cannot provide unlimited individualized observation. Conversely, adequate facilities alone cannot ensure learning without coherent planning, engagement, feedback, and equitable assessment.

Insights, Contradictions, and Implications

Key Insights

The first major insight is that parallel PATHFIT cannot be understood simply as conventional blended physical education delivered to a larger audience. Scale qualitatively alters the instructional problem. Simultaneous sections generate competing demands for observation, communication, feedback, safety supervision, and record management. The arrangement therefore requires design principles specific to simultaneous multi-section delivery rather than the replication of a conventional lesson across a greater number of students. This insight extends a literature that has documented the possibilities and limitations of online, blended, and HyFlex physical education but has devoted limited attention to the pedagogical consequences of parallel class organization (Mata & Marasigan, 2024; Tanucan et al., 2025; Wang et al., 2023).

The second insight is that flexibility functioned as a compensatory instructional architecture. Online discussion compensated for the acoustic limitations of the gymnasium; recorded demonstrations compensated for limited opportunities to repeat explanations; video evidence compensated for insufficient live assessment time; group leadership compensated for reduced direct monitoring; and alternative tasks compensated for unequal access conditions. These adaptations enabled continuity and protected selected learning outcomes. Their compensatory character remains analytically important because they frequently emerged in response to structural insufficiency rather than solely from elective pedagogical innovation.

The third insight is that effective flexible PATHFIT depended on functional equivalence rather than identical activity. Instructors attempted to preserve the intended outcome while varying modality, timing, representation, equipment, and forms of evidence. This distinction is central to the interpretation of equity. Procedural equality would have required the same task under materially unequal conditions, whereas equitable practice maintained the learning objective through differentiated but accountable pathways. The principles of UDL and recent Philippine studies of flexible learning support this interpretation (Han & Lei, 2024; Mata & Marasigan, 2024).

The fourth insight concerns the role of distributed governance in creating an intermediate organizational scale between a single instructor and a mass class. Group leaders, assistants, and peer partners reduced communication and organizational congestion. Nevertheless, the findings also establish a clear boundary: peer systems may support routine coordination and selected formative observation, but they cannot substitute for professional supervision, expert feedback, valid assessment, or emergency responsibility. Distributed governance should therefore be understood as a pedagogical resource rather than as justification for unrestricted class size.

The fifth insight is that instructor adaptation carried a dual analytical meaning. It demonstrated creativity, commitment, and the development of professional competence, yet it simultaneously reduced the visibility of structural deficiencies. The more effectively instructors improvised materials, financed personal connectivity, extended working hours, and relied on informal networks, the easier it became for the parallel arrangement to continue without formal institutional correction. Adaptability warrants recognition as professional expertise, but it should not be appropriated as an institutional rationale for maintaining inadequate conditions.

The sixth insight is that occupational well-being and student safety are inseparable in movement-based instruction. Instructor exhaustion diminishes the attentional and physical capacity required for observation, correction, communication, and emergency response. Similarly, an instructor responsible for an excessive number of students cannot provide the same degree of safety surveillance available under a manageable supervision ratio. The finding therefore reframes faculty well-being from an exclusively personal concern into a constitutive element of instructional quality and student protection.

Contradictions and Tensions

A central contradiction concerns the relationship between student access and faculty labor. Flexible delivery widened participation for students who could not attend a particular session or who lacked specific equipment. At the same time, it transferred additional costs and responsibilities to instructors through personal data expenditure, preparation of parallel materials, management of multiple communication channels, and review of delayed or alternative outputs. Flexibility thus enhanced access while potentially intensifying unrecognized instructional labor. This tension is consistent with Philippine HyFlex research that reports simultaneous gains in accessibility and increases in teacher workload (Tanucan et al., 2025).

A second contradiction concerns the pedagogical role of technology. Recorded videos, digital platforms, and online communication strengthened continuity, repeated viewing, and preservation of assessment evidence. The same technologies also introduced unstable connectivity, fragmented communication, questions of authenticity, privacy concerns, and extended checking time. Technology was therefore neither the principal cause of the instructional problem nor a comprehensive solution. Its value depended on pedagogical purpose, accessibility, and workload design, consistent with Campo et al. (2024) and Hsia et al. (2024).

A third tension arose between group efficiency and the validity of individual assessment. Group performance, student leadership, and peer observation rendered mass instruction more manageable and strengthened relatedness. However, the same arrangements could obscure unequal participation or individual competence. Participants attempted to address this risk through leader reports, deductions, individual make-up work, and multiple forms of evidence. Nevertheless, the tension between organizational efficiency and valid individual judgment remained an enduring feature of the parallel arrangement.

A fourth contradiction involved the relative value of online and face-to-face delivery. Face-to-face sessions were preferred for embodied practice, immediate correction, and safety supervision, yet overcrowded gymnasiums sometimes made online discussion more instructionally effective than in-person explanation. Online delivery reduced some physical and vocal demands on instructors but constrained direct observation and depended on the quality of students' home environments. The findings therefore preclude a simple hierarchy in which one modality is inherently superior. Modality effectiveness remained contingent on the learning function, the environmental conditions, and the resources available to instructor and student.

A fifth tension concerned the relationship between adaptation and institutional reform. Adaptive practices sustained instruction and contributed to professional growth. Their normalization, however, could diminish pressure to address enrollment, facilities, staffing, connectivity, and workload. Short-term resilience may consequently reproduce long-term structural inadequacy. This tension is particularly consequential for early-career instructors, who may come to regard excessive adaptation and personal sacrifice as the expected baseline of professional commitment.

Implications for Instructional Practice

The findings support the systematic adoption of a modality-task alignment plan that identifies which learning outcomes are most appropriately addressed through online explanation, recorded demonstration, face-to-face practice, live assessment, reflection, or combined evidence. Such a plan should specify the essential embodied component of each outcome so that alternative tasks preserve the construct being assessed. Short and segmented demonstrations with visible movement cues may facilitate repeated review, whereas face-to-face time is most appropriately reserved for supervised practice, error correction, and safety-sensitive performance, consistent with embodied and multimedia learning principles (Castro-Alonso et al., 2024; Mayer, 2021).

The results further warrant a layered evidence architecture rather than extensive individualized products for every activity. Common errors may be addressed through whole-class correction, group-level patterns through consultation with leaders, and high-risk or persistent errors through individualized feedback. Approved evidence pathways may include live performance checks, concise video submissions, activity logs, reflective accounts, and comparisons of progress, provided that each

source has a clearly defined assessment function. Such an arrangement can strengthen interpretive validity while containing the workload associated with high-volume performance assessment.

The formalization of group governance is likewise indicated. Student leaders may assist with attendance, equipment, grouping, and routine communication, while peer checklists may focus on a limited number of visible performance criteria. These functions require clear boundaries, ethical expectations, instructor verification, and periodic rotation of leadership. Peer observation should remain formative and should not replace the instructor's final professional judgment. Formalization can retain the organizational value of student participation while limiting the risk of unequal authority, inaccurate reporting, or excessive burden on selected learners.

Equity provisions are most defensible when incorporated into course design before the term begins. Low-bandwidth resources, equipment-free alternatives, approved household substitutions, standard make-up pathways, and multiple communication channels may be prepared in advance. Rubrics should distinguish the stable learning outcome from the flexible mode through which it may be demonstrated. Anticipatory design reduces repeated case-by-case negotiation and supports the simultaneous maintenance of access, clarity, and accountability.

The findings underscore the necessity of embedding safety within every delivery modality. Instructional protocols should address warm-up and cool-down procedures, hydration, clothing and footwear, physical limits, movement surfaces, equipment use, emergency communication, and explicit stopping rules. Face-to-face parallel classes additionally require venue-specific risk assessment, visible emergency procedures, first-aid readiness, and a supervision plan that remains functional when one student requires urgent attention.

The establishment of bounded communication and assessment procedures is also warranted. Standard response periods, submission windows, file-naming conventions, platform protocols, and scheduled checking blocks can reduce fragmented after-hours work. These procedures, however, require support from realistic institutional workload policies and should not be treated as substitutes for adequate staffing, facilities, or technological resources.

Implications for Institutional Policy and Leadership

At the policy level, the findings support evidence-based limits on simultaneous enrollment in performance-based PATHFIT classes. Class-size decisions should account for observation, movement space, equipment, emergency supervision, and assessment time rather than relying exclusively on room occupancy. Where high enrollment cannot be avoided, co-teaching, teaching assistants, or additional physical education personnel become warranted. Participant 1's request for another PE colleague indicates that staffing was experienced as a direct condition of instructional quality rather than as an ancillary preference.

Scheduling and facility policies require the protection of dedicated movement spaces and the avoidance of incompatible classes competing within the same venue. Acoustic conditions, sight lines, ventilation, storage, equipment availability, and safe movement density should form part of room-suitability decisions. Amplification systems may improve audibility, but they cannot compensate for severe overcrowding or inadequate supervisory visibility.

Institutional workload accounting must recognize preparation for multiple modalities, video assessment, administration of alternative tasks, online communication, safety documentation, and reporting. A nominal two-hour teaching block may represent several simultaneous sections and substantial additional hours of assessment and record reconciliation. Workload formulas should therefore incorporate student volume, performance-assessment demands, and delivery modality in addition to scheduled contact time.

Institutional responsibility also includes reliable internet connectivity, technical assistance, appropriate learning platforms, data support where warranted, and explicit procedures for connectivity failure. Routine course delivery should not depend on instructors financing institutional deficiencies through personal mobile data. Digital systems must also provide secure storage and privacy protection for student performance videos and other assessment evidence.

Professional development is most likely to be consequential when it is PATHFIT-specific and situated in authentic instructional problems. Priority areas include blended lesson design, production of movement demonstrations, authentic assessment, layered feedback, Universal Design for Learning, data privacy, first aid, emergency supervision, large-group management, and professional boundary setting. Early-career instructors require structured mentoring, opportunities for peer observation, and scheduled collaborative planning. Communities of Practice should consequently be institutionalized rather than left to informal personal networks.

Evaluation of parallel delivery should extend beyond completion rates and grade submission. Relevant indicators include instructional quality, student access, safety incidents, assessment backlog, faculty working time, and the distribution of

participation within groups. Continuity alone does not establish educational effectiveness. Evidence of sustainability must demonstrate that learning quality, safety, equity, and faculty well-being were adequately protected.

Implications for Future Research

Subsequent research may examine parallel PATHFIT across multiple institutions to determine how class size, facility type, staffing patterns, scheduling, and institutional policy shape instructors' experiences. Comparative case studies could distinguish context-specific difficulties from broader features of simultaneous multi-section physical education.

Future inquiry would benefit from integrating student perspectives and outcome evidence with instructor accounts. Comparative studies may examine perceived engagement, motor-skill development, fitness outcomes, safety, and assessment fairness across single-section, parallel, blended, and HyFlex arrangements. Such research could determine whether the adaptive systems described by instructors produce comparable learning outcomes or primarily preserve instructional continuity.

Assessment validity and workload warrant focused investigation. Time-and-motion studies could estimate the labor required for video review, feedback, alternative-task administration, and record reconciliation at different enrollment levels. Further research may also examine authenticity, privacy, camera limitations, and the reliability of evidence generated through peer or student-leader systems.

Safety-related research is likewise needed to examine incident patterns, supervision ratios, emergency response, home-based risk, and the effects of instructor fatigue on monitoring capacity. The present study identifies safety as a central analytical concern, yet the literature reviewed remains less developed in this area than in technology, engagement, and assessment.

Longitudinal research could trace the development of adaptive expertise, occupational well-being, and retention among early-career PATHFIT instructors. Intervention studies may evaluate the effects of structured mentoring, co-teaching, facility improvement, workload recognition, and pre-designed UDL pathways on instructional quality and sustainability.

In synthesis, the analysis indicates that parallel PATHFIT delivery is sustained through a continuous interaction among structural conditions, pedagogical adaptation, distributed participation, equity provisions, safety practices, and professional support. The participants demonstrated considerable adaptive expertise in preserving instruction under conditions of scale, limited time, uneven access, and constrained facilities. Nevertheless, the findings consistently indicate that individual ingenuity cannot permanently substitute for adequate institutional provision. The scholarly significance of the study lies in demonstrating that the quality and sustainability of parallel PATHFIT depend not on modality alone, but on the alignment of embodied learning requirements, environmental affordances, valid assessment, manageable occupational demands, and institutional responsibility.

This chapter presents the synthesis of the study on the lived experiences of PATHFIT instructors in parallel class settings. It consolidates the findings reported in Chapter 4 and the analysis developed in Chapter 5 to state the conclusions, translate the results into an application-oriented output, and identify implications and directions for continuing inquiry. The discussion remains aligned with the six major themes established in the study: Structural Pressures of Parallel PATHFIT Delivery; Adaptive Reconstruction of Embodied Teaching; Distributed Class Governance and Engagement; Equity with Accountability; Safety, Strain, and Sustainable Practice; and Professional Growth and Institutional Conditions.

Consistent with the prescribed format for general qualitative research, the chapter proceeds from synthesis to application. The Summary of Findings condenses the principal patterns and relationships without reproducing the detailed narratives of Chapter 4. The Conclusions Derived from Participants' Voices and Literature articulate declarative statements grounded in the data and interpreted through the theoretical perspectives used in the study. The Practical Output section presents an evidence-based framework and companion implementation toolkit. The succeeding sections specify implications for practice, policy, and future research, provide focused recommendations for further inquiry, and close with the researcher's final reflections on the contribution and significance of the study.

The study examined how PATHFIT instructors experienced, interpreted, and managed the simultaneous teaching of multiple sections through flexible delivery. The participants were early-career instructors whose teaching experience ranged from several months to three years. Their accounts nevertheless reflected repeated exposure to high student volume, movement-based instruction, blended and online delivery, performance assessment, student access concerns, safety responsibilities, and institutional constraints. Analysis of the interviews generated six interconnected themes. These themes answer the central inquiry by showing that parallel PATHFIT teaching is shaped by the interaction of structural conditions, pedagogical reconstruction, distributed responsibility, equity decisions, occupational sustainability, and institutional support.

1. Structural Pressures of Parallel PATHFIT Delivery established the conditions within which all other experiences occurred. The participants described the simultaneous handling of two or more sections, class meetings involving approximately 80 to 100 students, semester loads extending beyond 16 sections, and, in one case, a daily overload reaching 20 sections. These conditions reduced the possibility of individualized observation, feedback, and assessment. The pressure was intensified by

crowded, noisy, and shared activity spaces that limited audibility, visibility, movement, and safe supervision. A two-hour period was expected to accommodate attendance, explanation, demonstration, practice, correction, assessment, and documentation for several sections. The resulting time compression required instructors to shorten activities, stagger performance, transfer discussion online, or accept alternative evidence. The theme therefore shows that the difficulties of parallel PATHFIT were not isolated classroom inconveniences but consequences of a mismatch among student volume, instructional time, facilities, equipment, and personnel.

2. Adaptive Reconstruction of Embodied Teaching represented the instructors' principal pedagogical response to structural pressure. The participants prepared reusable presentations, demonstration videos, rubrics, visual guides, attendance systems, and pre-staged materials to support several sections and modalities. They increasingly matched the delivery mode to the learning function, using online sessions for conceptual discussion, advance instruction, and repeated viewing while reserving face-to-face meetings for movement practice, correction, assessment, and direct safety supervision. When initial arrangements failed because of internet problems, crowding, poor acoustics, or inadequate assessment time, instructors redesigned lessons through asynchronous videos, staggered performance, simplified activities, group outputs, and alternative schedules. Visual modeling and layered feedback became central because movement could not be taught adequately through verbal explanation alone. Assessment similarly relied on multiple evidence, including live performance, recorded output, activity logs, rubrics, reflections, attendance records, and leader reports. Experience also led instructors to discontinue practices that demanded extensive checking without corresponding instructional value.

3. Distributed Class Governance and Engagement enabled instructors to extend their instructional reach within large classes. Because direct supervision of every learner was not possible, participants organized students into groups and appointed leaders, assistants, or facilitators. These students supported attendance verification, group organization, material preparation, output submission, peer observation, and immediate communication. Clear routines concerning schedules, starting times, submissions, attendance, and communication reduced operational confusion and protected limited instructional time. Governance was not limited to control; it also depended on relational and motivational processes. Participants used questioning, validation, encouragement, collaborative activities, games, and visible support to sustain participation, particularly when online learners were difficult to engage. Student enjoyment, improvement, completion, and successful performance became important sources of professional fulfillment. The findings indicate that shared responsibility made parallel classes more workable, although student leadership functioned as an extension of instruction rather than a replacement for professional judgment and supervision.

4. Equity with Accountability described how instructors addressed unequal conditions while preserving common learning expectations. Students differed in internet connectivity, device access, available data, home space, equipment, attendance, family circumstances, and readiness for independent physical activity. These differences influenced participation and submission, making uniform requirements potentially inequitable. Instructors responded through flexible deadlines, recorded performance, alternative activities, improvised household equipment, simplified tasks, varied communication platforms, and differentiated pacing. They used Google Classroom, Messenger, Google Meet, YouTube, Google Drive, email, and mobile data because no single channel reached every learner consistently. At the same time, participants maintained rubrics, evidence requirements, attendance records, make-up tasks, and deductions for unsupported nonparticipation. The theme shows that flexibility was not treated as the removal of standards. Instead, the pathway, timing, resource requirement, or mode of evidence was adjusted while the intended outcome and expectation of responsible participation were retained.

5. Safety, Strain, and Sustainable Practice revealed that instructional quality depended on the physical and occupational wellbeing of students and instructors. Parallel teaching demanded prolonged voice projection, repeated demonstration, movement across large spaces, continuous monitoring, and extended work after scheduled classes. Participants reported fatigue, vocal strain, delayed meals, reduced rest, stress, and the continuation of video checking, reporting, communication, and grade encoding into personal time. One instructor became ill after sustained face-to-face teaching, while another managed a student collapse while supervising a large group alone. Instructors responded by teaching explicit safety protocols for warm-up, cool-down, hydration, clothing, footwear, movement space, equipment substitution, pain response, and physical limits. They also developed self-monitoring, recovery practices, modality adjustments, and communication boundaries. The theme establishes that safety and sustainability were not peripheral concerns. They were conditions for maintaining responsible instruction and preventing adaptive practices from becoming sources of continuing harm.

6. Professional Growth and Institutional Conditions demonstrated that adaptation developed through experience, collegial learning, and organizational support. Participants learned by observing what failed, revising schedules and assessments, seeking advice, sharing materials, consulting program heads, coordinating with co-teachers, and reframing earlier beliefs about flexible PATHFIT. Several moved from the assumption that physical education could only be taught face-to-face toward a more functional view in which online and physical modes could be combined according to outcome. Their growth was substantial

because many were developing professional competence while already handling complex, high-volume assignments. However, the data also showed the limits of individual resourcefulness. Participants identified reliable connectivity, appropriate activity spaces, amplification equipment, sports materials, technical support, additional staffing, mentoring, and workload-sensitive policies as necessary institutional resources. The theme therefore presents professional learning and institutional capacity as mutually dependent: instructors can adapt, but sustainable implementation requires conditions that make sound practice possible.

Taken together, the findings reveal a directional and recursive process. Structural pressures generated the need for instructional reconstruction. Reconstructed teaching relied on distributed governance and equitable pathways to preserve participation. These strategies enabled continuity, but they also produced secondary demands involving preparation, monitoring, feedback, and documentation. Safety and workload concerns became visible when adaptive effort exceeded available resources. Professional reflection and collegial support then enabled further improvement, while institutional gaps remained unresolved where problems exceeded the authority or capacity of individual instructors. Parallel PATHFIT delivery was therefore experienced as workable but conditionally sustainable, with its quality determined by the alignment of pedagogy, learning environment, student access, instructor capacity, and institutional support.

The conclusions of the study were drawn from the integrated interpretation of the participants' lived experiences and the relationships among the six emergent themes. Rather than restating the specific findings, the following conclusions present the broader insights generated by the inquiry.

1. The quality of parallel PATHFIT delivery is fundamentally shaped by institutional design. Parallel delivery cannot be understood solely as a classroom-management concern or as an individual test of instructor competence. It is an organizational arrangement whose effectiveness depends on the alignment of enrollment, scheduling, facilities, staffing, equipment, technology, and administrative expectations. When these conditions are poorly calibrated, instructional quality is constrained regardless of the instructor's commitment or expertise. Institutional structures establish the practical limits within which teaching, assessment, feedback, and safety supervision can occur. Responsibility for improving parallel PATHFIT delivery must therefore be shared by instructors, program leaders, and institutional decision-makers.

2. Effective flexible PATHFIT instruction depends on pedagogical coherence rather than on the mere availability of multiple delivery modalities. The value of online, face-to-face, blended, or asynchronous delivery lies in how each mode is intentionally connected to the nature of the learning outcome. PATHFIT requires learners to understand concepts, observe movement, perform physical tasks, receive feedback, and improve through practice. No single modality can adequately serve all these functions under all conditions. Effective delivery emerges when instructional activities are distributed across modalities according to their pedagogical purpose. Technology becomes meaningful when it supports preparation, demonstration, documentation, communication, and reflection, while direct interaction remains necessary when learning requires close observation, correction, physical supervision, and immediate safety response.

3. Parallel PATHFIT teaching requires shared participation, but professional authority and accountability must remain with the instructor. Large classes become more manageable when students are organized into groups and when leaders, assistants, or peer facilitators are assigned limited responsibilities. Such arrangements strengthen communication, participation, peer support, and class organization. However, the distribution of classroom responsibilities should not be interpreted as a transfer of professional duties to students. Peer facilitation may support attendance monitoring, group coordination, practice, and immediate feedback, but it cannot replace expert assessment, technical correction, emergency judgment, or safety supervision. Shared governance is therefore most appropriate when it extends the instructor's presence while preserving clear boundaries of responsibility.

4. Equitable instruction requires differentiated opportunities without compromising common learning expectations. Students do not participate in flexible PATHFIT under identical conditions. Differences in internet connectivity, devices, physical space, equipment, health, schedules, and personal circumstances influence how they engage with course requirements. Fairness is not achieved by imposing identical procedures on learners whose access conditions are unequal. Instead, equitable practice allows students to reach the same essential learning outcomes through appropriate alternative pathways. Adjustments in timing, resources, task format, communication channel, or mode of evidence are justified when they remove barriers without changing the intended competence. At the same time, equity does not eliminate responsibility. Clear standards, transparent criteria, credible evidence, and appropriate consequences remain necessary to protect the integrity of assessment.

5. Safety and wellbeing are integral dimensions of instructional quality. The physical character of PATHFIT places safety at the center of teaching, whether activities are conducted on campus or in remote environments. At the same time, parallel delivery exposes instructors to sustained physical, vocal, cognitive, and administrative demands. Student safety and instructor wellbeing cannot be treated as separate concerns because both directly affect the continuity and quality of instruction. An

instructor who is physically exhausted, administratively overloaded, or responsible for an unmanageable number of learners may have reduced capacity to monitor performance, respond to emergencies, and provide meaningful feedback. Sustainable implementation therefore requires realistic workloads, appropriate scheduling, adequate staffing, clear safety protocols, recovery time, and organizational recognition of work performed beyond scheduled class hours.

6. Adaptive expertise develops through reflection, collaboration, and institutional support. The participants' experiences demonstrate that effective teaching practices are refined through repeated implementation, problem-solving, consultation, and adjustment. Professional growth occurred not only through formal training but also through interaction with colleagues, program heads, mentors, and other instructors who shared strategies and practical knowledge. Adaptive expertise is socially developed and contextually grounded. However, individual learning and collegial support cannot permanently compensate for inadequate systems. Institutions must document effective practices, provide structured induction and mentoring, support collaborative planning, and ensure access to the resources required for implementation, particularly for early-career instructors developing pedagogical, assessment, classroom-management, safety, and technological competence simultaneously.

7. Instructor adaptability is both a professional strength and an indicator of institutional limitations. The capacity of instructors to improvise materials, redesign assessments, reorganize classes, adjust schedules, and use personal resources enabled parallel PATHFIT instruction to continue under difficult conditions. These responses demonstrate professional commitment and resourcefulness. However, successful adaptation should not be used to normalize conditions that remain structurally inadequate. When instructors repeatedly compensate for insufficient facilities, unreliable connectivity, excessive class sizes, or inadequate staffing, institutional weaknesses may become less visible because classes continue to operate. Adaptive practices should therefore inform institutional improvement rather than become permanent substitutes for appropriate resources and policy reforms.

8. Sustainable parallel PATHFIT delivery is achieved through the integration of structure, pedagogy, equity, safety, participation, and professional support. The six emergent themes should not be interpreted as independent concerns. Structural conditions influence the instructional strategies that instructors can implement. Instructional decisions affect student engagement and assessment. Differences in access require modifications in teaching and assessment practices. Class size and delivery arrangements influence safety and workload. Workload influences the instructor's capacity to sustain quality practice. Professional and institutional support determines whether effective adaptations remain isolated personal strategies or become part of a coherent system. Sustainable implementation therefore requires coordinated action across all these dimensions.

The central conclusion of the study is that the continuation of classes is not, by itself, sufficient evidence that parallel PATHFIT delivery is effective or sustainable. A delivery arrangement may remain operational while still producing reduced observation, uneven access, limited feedback, excessive workload, or safety vulnerabilities. Sustainability exists only when instructional continuity is accompanied by credible learning, equitable participation, responsible assessment, safe conditions, manageable professional demands, and adequate institutional support. Parallel PATHFIT delivery is therefore most viable when it is treated not merely as a scheduling solution, but as a deliberately designed educational system that protects both learning quality and human wellbeing.

Practical Output(s) of the Study

The primary practical output of the study is the Sustainable Parallel PATHFIT Delivery Framework, accompanied by an implementation toolkit intended for institutional adaptation and pilot use. The framework translates the six emergent themes into six coordinated action domains. It is designed as a planning, implementation, monitoring, and improvement guide for higher education institutions that assign PATHFIT instructors to simultaneous multiple sections or combine face-to-face, online, blended, and asynchronous delivery. The framework is not presented as a universal prescription. It is an evidence-based organizing structure that allows institutions to examine whether the conditions surrounding parallel PATHFIT are pedagogically coherent, equitable, safe, and sustainable.

Name and Nature of the Output

The Sustainable Parallel PATHFIT Delivery Framework is a conceptual and strategic framework with a companion set of operational tools. At the conceptual level, it identifies six domains that must be addressed together. At the operational level, it proposes checklists, planning matrices, monitoring forms, and review procedures that may be placed in the appendices and refined through expert validation and institutional piloting. The framework treats parallel delivery as a system rather than an isolated classroom arrangement. It therefore connects instructor practice with scheduling, facilities, information technology, student support, safety procedures, workload policy, and professional development.

Rationale

The framework was developed because the findings showed that instructor creativity sustained learning but did not remove the structural sources of difficulty. Large student volume, poor acoustics, compressed time, access inequality, safety risk, and workload spillover repeatedly crossed the boundaries of individual lesson planning. At the same time, the findings identified practices that should be preserved and systematized, including modality-outcome alignment, visual demonstration, multiple evidence, group leadership, flexible but accountable assessment, safety instruction, reflective revision, and collegial support. The output therefore has two purposes: first, to guide institutions in diagnosing whether a proposed parallel arrangement is educationally and operationally ready; and second, to provide instructors and program leaders with a coherent set of practices for implementation, monitoring, and improvement.

Core Components or Structure

The framework contains six integrated components. Their names are action-oriented, but each is directly derived from one of the six major themes. The components are intended to operate as an interdependent system. Weakness in one domain may undermine the others; for example, effective instructional design cannot fully compensate for an unsafe venue, and flexible assessment cannot remain equitable when connectivity is persistently unreliable.

Table 2. Core Components of the Sustainable Parallel PATHFIT Delivery Framework

Framework Component	Empirical Basis	Primary Function	Illustrative Toolkit Materials
1. Structural Readiness and Load Calibration	Structural Pressures of Parallel PATHFIT Delivery	Assess class size, contact time, venue, acoustics, equipment, staffing, and schedule before consolidating sections.	Readiness checklist; class-size and venue risk matrix; load review form
2. Modality-Outcome Alignment and Embodied Instruction	Adaptive Reconstruction of Embodied Teaching	Match discussion, demonstration, practice, feedback, and assessment with the modality and environment that can support each function.	Modality-task matrix; demonstration guide; layered feedback plan; evidence map
3. Distributed Governance and Meaningful Engagement	Distributed Class Governance and Engagement	Define group structures, leader roles, routines, communication channels, and motivational supports without transferring professional accountability.	Leader protocol; attendance workflow; communication plan; engagement monitor
4. Equitable Access and Accountable Assessment	Equity with Accountability	Anticipate access barriers, provide defensible alternatives, and maintain common outcomes, transparent rubrics, and evidence requirements.	Access profile; accommodation matrix; alternative assessment guide; evidence checklist
5. Safety and Workload Sustainability	Safety, Strain, and Sustainable Practice	Protect students and instructors through safety protocols, emergency readiness, workload recognition, recovery, and professional boundaries.	Safety checklist; emergency action plan; workload log; wellbeing and boundary monitor
6. Reflective Professional and Institutional Support	Professional Growth and Institutional Conditions	Institutionalize mentoring, peer learning, technical support, resource planning, policy review, and continuous improvement.	Mentoring plan; peer review form; resource gap audit; semester reflection and policy review tool

Implementation Cycle

The six components are applied through a five-stage improvement cycle. The first stage is diagnosis, in which the institution reviews student volume, venue, time, technology, staffing, access, and safety conditions. The second stage is planning, where learning outcomes are matched with modalities, group systems, evidence requirements, accommodations, and emergency procedures. The third stage is implementation, during which instructors use the agreed routines, leadership structures, demonstrations, feedback channels, and assessment processes. The fourth stage is monitoring, which examines participation, learning evidence, safety incidents, access problems, instructor workload, and resource use. The fifth stage is review and adjustment, where instructors, program leaders, and relevant offices determine what should be retained, modified, discontinued, or addressed through policy and resource allocation. The cycle is recursive because the findings showed that effective practices emerged from repeated observation and revision rather than one-time planning.

Intended Users and Context of Application

The intended users are PATHFIT instructors, program heads, department chairs, academic administrators, curriculum and quality-assurance personnel, information technology units, safety and health personnel, and student-support offices. The

framework is most applicable to colleges and universities that consolidate multiple PATHFIT sections, operate with limited facilities, or use flexible and blended delivery for movement-based courses. It may also inform other performance-oriented subjects that require live demonstration, physical practice, authentic assessment, and safety supervision. Its institutional value lies in creating a shared language for decisions that are often divided among scheduling, teaching, facilities, technology, and student services.

Connection to Findings

Each framework component responds to a demonstrated empirical need. Structural readiness addresses the mass enrollment, shared spaces, and compressed time reported under Theme 1. Modality-outcome alignment converts the adaptive strategies of Theme 2 into a systematic planning process. Distributed governance formalizes the group leadership, routines, and motivational interaction of Theme 3 while clarifying limits of delegation. Equitable access and accountable assessment translate Theme 4 into planned alternatives tied to common outcomes. Safety and workload sustainability respond directly to the fatigue, emergency risk, hidden labor, and boundary concerns of Theme 5. Reflective professional and institutional support converts the mentoring, peer consultation, resource needs, and policy concerns of Theme 6 into continuing organizational processes. The output is therefore a direct extension of the findings rather than an independent model imposed after the analysis.

Scope and Limitations of the Output

The framework is grounded in the experiences of eight instructors within a particular institutional context and should therefore be adapted rather than adopted mechanically. It has not yet undergone separate expert validation, pilot testing, or outcome evaluation. It does not prescribe a universal maximum class size because the safe and educationally defensible number of students depends on venue, activity, equipment, staffing, learner needs, and assessment demands. It also does not substitute for institutional policy, legal safety requirements, or professional standards. Its immediate value is diagnostic and developmental: it identifies the domains that must be considered together and provides a basis for creating locally appropriate procedures. Full checklists, templates, and step-by-step materials should be placed in the appendices and subjected to validation before formal institutional implementation.

Implications for Practice, Policy, and Future Research

The implications presented in this section are applied and consolidative. They specify how the established findings may guide professional practice, institutional decision-making, and scholarly inquiry. They do not repeat the theoretical analysis of Chapter 5; instead, they translate that analysis into stakeholder-oriented considerations.

Implications for Practice

1. **PATHFIT planning should begin with modality-outcome alignment rather than with platform selection.** Instructors and program leaders should identify which outcomes require conceptual explanation, repeated viewing, supervised movement, immediate correction, authentic performance, or reflective evidence. Digital resources should prepare, extend, or document embodied learning, while face-to-face time should be protected for functions that depend on physical presence. This implication is consistent with blended PE research emphasizing complementarity between online knowledge development and offline activity (Wang et al., 2022; Wang et al., 2023). A modality-task matrix should therefore become part of lesson and course planning for parallel classes.

2. **Large parallel classes require formalized group governance and clearly bounded student leadership.** Group leaders and peer facilitators may assist with attendance, communication, practice organization, and checklist-based feedback. Their responsibilities should be written, taught, monitored, and rotated where appropriate. Instructors must retain control over grading, high-risk correction, emergency decisions, and sensitive student concerns. Clear routines, advance announcements, and consistent communication should be treated as instructional practices because they protect limited activity time and sustain teaching presence across modalities.

3. **Flexible assessment should use multiple evidence while controlling unnecessary checking volume.** Live observation, video performance, activity logs, rubrics, reflection, and peer evidence can be combined according to the outcome. However, instructors should avoid multiplying requirements merely to create the appearance of rigor. Common errors may be addressed through class-level feedback, while individual correction should focus on high-risk, persistent, or outcome-critical concerns. Philippine research supports the use of rubrics, modified tasks, digital platforms, and formative feedback while also documenting the workload created by online performance assessment (Ambe et al., 2022; Campo et al., 2024).

4. **Safety and instructor sustainability should be embedded in daily practice.** Every activity should include clear preparation, environmental checks, hydration and equipment guidance, pain-response instructions, and emergency procedures. Instructors should document workload extending beyond contact hours, particularly video checking, reporting, and student communication. Scheduled recovery, reasonable communication windows, shared assessment resources, and access to first-aid

support should be treated as professional requirements. Such practices are necessary because occupational sustainability affects the continuity, judgment, and quality of instruction.

Implications for Policy

1. Institutions should adopt a readiness review before approving parallel PATHFIT schedules. Scheduling decisions should consider the combined effects of enrollment, venue, acoustics, time, equipment, activity risk, assessment method, and available personnel. A room that can physically contain a large group may still be unsuitable for movement learning and emergency supervision. Approval procedures should therefore include academic, facilities, and safety inputs rather than rely only on timetable efficiency.

2. Workload policy should recognize the hidden labor of flexible and performance-based instruction. Contact hours do not capture the time required for recording or preparing demonstrations, organizing online classrooms, reviewing videos, applying rubrics, verifying attendance, communicating with leaders, responding to access problems, encoding grades, and completing reports. The Job Demands-Resources perspective indicates that sustained high demands without adequate resources increase strain and reduce engagement (Bakker & Demerouti, 2017). Institutions should consequently review teaching-load equivalencies, class consolidation, reporting requirements, and support staffing for large parallel assignments.

3. Institutional support should be organized as an integrated service rather than isolated assistance. Reliable internet, amplification systems, dedicated movement spaces, equipment, technical assistance, safety personnel, student access support, and professional development should be coordinated around the requirements of the course. Individual instructors should not be expected to purchase recurring mobile data or permanently compensate for institutional shortages through improvisation. Resource allocation should be linked to actual enrollment and modality requirements.

4. Early-career PATHFIT instructors require structured induction and mentoring. Most participants were still within their first three years of teaching, yet they were assigned to complex parallel arrangements. Policy should provide orientation on flexible course design, movement demonstration, authentic assessment, group governance, access accommodations, first aid, emergency response, digital tools, and professional boundaries. Mentoring should include observation, co-planning, material sharing, and scheduled reflection. Collaborative professional learning has been shown to support changes in teacher understanding and practice (Chen, 2022), and the present findings indicate that such support is especially important when novice instructors face high-demand assignments.

Implications for Future Research

1. Parallel PATHFIT should be studied as a distinct instructional configuration. Much of the available literature concerns emergency online PE, conventional blended learning, or HyFlex within a single class. Simultaneous multi-section teaching introduces additional issues of scale, supervisory visibility, assessment density, leader coordination, and workload. Future research should explicitly define the number of sections, students, venues, instructors, modalities, and contact hours involved so that findings can be compared meaningfully.

2. Research should connect lived experience with observable learning, safety, and workload indicators. Qualitative accounts explain how instructors experience parallel delivery, but additional studies may examine skill outcomes, physical activity levels, student engagement, assessment reliability, incident rates, voice strain, preparation time, and after-hours work. Mixed-method and longitudinal designs could determine which adaptations produce sustainable benefits and which merely preserve short-term continuity.

3. The proposed framework and toolkit require validation and field testing. Future studies may use expert review, content validation, pilot implementation, usability assessment, and outcome evaluation to refine the framework. Comparative testing across institutions with different enrollment levels, facilities, and technology conditions may identify which components are transferable and which require contextual modification. The output should be treated as a research-informed prototype until such evaluation is completed.

The findings and boundaries of the present study identify several specific and researchable directions. These recommendations focus on extending the context, strengthening methodological evidence, and evaluating the proposed practical output.

1. Conduct multi-institutional qualitative studies of parallel PATHFIT delivery. Future researchers may include public and private higher education institutions in different Philippine regions to determine how enrollment, facilities, institutional policy, and local resource conditions shape instructor experience. Sampling institutions with different class-consolidation practices would clarify which findings are context-specific and which recur across settings.

2. Undertake comparative case studies of alternative class configurations. Studies may compare single-section, double-section, and triple-section PATHFIT classes, as well as team-taught and individually supervised arrangements. Comparative analysis

should document student numbers, space, contact time, activity type, equipment, and staffing so that differences in engagement, assessment quality, safety, and workload can be attributed to identifiable conditions.

3. Examine student experiences alongside instructor accounts. Student-focused inquiry may investigate perceived access, clarity of instruction, sense of belonging, safety, feedback quality, workload, fairness, and confidence in movement performance. Comparing instructor and student perspectives would strengthen triangulation and identify areas where intended accommodations or governance systems are experienced differently by learners.

4. Use longitudinal designs to study adaptation and occupational sustainability. Following instructors across several semesters could show how practices develop, which routines become institutionalized, and whether workload, fatigue, and confidence improve or deteriorate over time. Longitudinal evidence would be particularly valuable for early-career instructors because the present study suggests that professional learning occurs while high-demand teaching responsibilities are already being performed.

5. Evaluate the reliability and validity of multimodal PATHFIT assessment. Research may compare live observation, video submission, group performance, activity logs, peer checklists, and reflective evidence in relation to specific learning outcomes. Studies should examine authenticity, inter-rater reliability, camera and editing effects, access bias, checking time, and the extent to which alternative evidence preserves the construct being assessed.

6. Investigate safety and workload using mixed methods. Future work may combine interviews with incident records, workload diaries, voice-use measures, preparation and checking time, perceived stress scales, and observations of supervisory coverage. Such designs would produce a more complete account of the relationship among class size, activity risk, administrative demands, instructor wellbeing, and student safety.

7. Validate and pilot the Sustainable Parallel PATHFIT Delivery Framework. The framework and companion tools should be subjected to expert validation involving PATHFIT specialists, curriculum leaders, safety personnel, administrators, and quality-assurance practitioners. Pilot studies may assess feasibility, clarity, user acceptance, implementation fidelity, and effects on planning, participation, safety, workload, and learning evidence. Revision should be based on documented user experience rather than assumed applicability.

Further inquiry should preserve the specificity of embodied and performance-based learning. Studies that treat PATHFIT as equivalent to text-based online courses may overlook the importance of movement space, equipment, demonstration, physical risk, and expert observation. Future research should therefore maintain a clear connection among the intended outcome, the task performed, the environment in which it occurs, and the evidence used to judge learning.

Final Reflections of the Researcher

This study deepened the researcher's understanding of parallel PATHFIT teaching as a form of educational work that is simultaneously pedagogical, physical, relational, and organizational. The participants' experiences showed that the visible act of conducting a class represents only one part of the work. Behind each meeting were decisions about modality, movement, access, group organization, safety, feedback, evidence, communication, and recovery. The inquiry therefore shifted attention from whether flexible parallel delivery can be implemented to the more consequential question of the conditions under which it can be implemented responsibly.

The research process also reinforced the value of listening closely to instructors whose adaptive practices may otherwise be interpreted simply as routine classroom management. Their use of improvised equipment, student leaders, recorded demonstrations, alternative evidence, staggered assessment, and peer consultation reflected professional judgment developed under constraint. At the same time, these practices revealed a critical distinction between adaptation and institutional adequacy. Instructor resourcefulness can preserve continuity and create meaningful learning opportunities, but it should not conceal the need for appropriate class sizes, suitable spaces, reliable technology, safety support, manageable workload, and sustained professional development.

From a scholarly perspective, the study contributes a context-specific account of a form of physical education delivery that remains insufficiently examined. It demonstrates that the experience cannot be explained through one dimension alone. Structural pressures, embodied pedagogy, motivation, equity, occupational sustainability, and situated professional learning interact continuously. This integrated view gives meaning to the proposed framework, which is intended not as a final solution but as a disciplined starting point for institutional reflection, validation, and improvement.

The enduring significance of the study lies in its insistence that continuity should not be mistaken for sustainability. A class may proceed despite noise, crowding, limited time, unstable connectivity, and instructor fatigue, yet continuation alone does not establish educational quality. Sustainable parallel PATHFIT delivery requires credible learning, meaningful participation, equitable opportunity, safe practice, professional accountability, and institutional responsibility. It is hoped that the findings and proposed

output will support decisions that recognize the commitment of instructors while also creating conditions in which that commitment can be exercised without compromising student learning or instructor wellbeing.

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