



Assessment of the PE 1 instructional material for freshmen students of KSU, Bulanao Campus

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Abstract— *The study focuses on assessing the PE 1 instructional material for first-year students of KSU, Bulanao Campus. The study aimed to determine the extent of attainment of the objectives of PE 1 Instructional Material, determine the level of satisfaction on the delivery, content, and quality of the instructional material, and the factors affecting the attainment of the objectives of PE 1 IM.*

The study was carried out among first-year students of KSU, Bulanao campus who used the PE 1 instructional material. The study used the descriptive method with a structured questionnaire that gathers the needed data. The data was described, analyzed, and interpreted using the Likert 3-point scale.

The result of the study showed that 87% of the respondents were on the average age for first-year students, with 67.2% females. The college of Engineering Information Technology has the most program offered has the highest number of respondents with 35.1%.

The findings revealed that the objectives of PE 1 IM were perceived as much attained. The delivery, content, and quality were perceived as much satisfactory, with quality as the highest mean followed by content and delivery. The factors affecting the attainment of the objectives of the PE 1 IM was moderately affected.

Therefore, based on the findings, it is recommended that instructional materials make learning more authentic and meaningful to the learner, contributing to the learning process. Instructional material to facilitate learning should be commensurate with the class period allowed. It should be usable and not so complex that time is spent just learning to use the IM and using PE IMs to explain one particular concept must also include cognizance of individual differences among the learners.

Keywords— *Assessment, factors affecting the attainment, PE 1.*

I. INTRODUCTION

An effective teacher utilizes various instructional materials, such as presentations to enhance students' lesson quality. Instructional materials allow learners to have practical experiences that help them develop skills and concepts and work in various ways. It provides strategies and best practices to help instructors find a plan to create and organize instructional materials and media in an online course.

These instructional materials are essential because it helps the PE instructor and the students keep away from an overemphasis on recitation and rote learning that can

easily dominate a lesson. Moreover, it allows learners to have practical experiences that help them develop skills and concepts and work in various ways. It constitutes alternative communication channels, which a teacher can use to vividly convey instructional information to learners. They are used to 'extend the range of indirect experience' of learners in a teaching-learning situation

The content of the instructional material includes but is not limited to lectures, readings, multimedia components, and other resources in physical education; however, some are modified or redesigned to be effective for the online environment. Dahar, M.A. et al., 2011 stated

that the best instructional materials are associated with all other elements, including the learning objectives, assessments, and activities.

Ruano, 2020, stated that instructional materials support learning content, allow students to apply concepts, and provide an opportunity for evaluation. Instructional materials are developed to assist learners' understanding. These materials provide the necessary knowledge in all topics offering in-depth information based on facts.

The University of Wisconsin (n.d) stated that Instructional materials should cast a wide net and aim for various materials to include in the course. Moreover, considerations are significant with these choices so that the course has the appropriate combination of instructional materials. In other words, learning objectives, assessments and activities are aligned. Each part of the skill is presented to understand each body's action in executing the skill. All extraneous information is therefore eliminated.

Rink, 2008 in her study, states that as a physical educator, maximum physical activity time should be provided to students during the class period to teach skills and motivate students to perform physical activities both inside and outside the PE class.

The PE IM provides the core information students will experience, learn, and apply during a course. It is developed to increase student achievement by supporting the students learning significantly. The respondents will be the first-year students of KSU Bulanao Campus, where the IM is being used.

In this study, PE. Instructional material utilization is the focus to determine the learning potential of the IM as the basis in determining ways to improve the instructional material by assessing the attainment of the objectives of the IM, the satisfaction on the delivery of IM, and the factors that affect the attainment of the objectives of PE 1 IM.

It supports the "How to evaluate IM," 2009 statement that evaluates instructional materials to ensure training program effectiveness is essential to ensure the instructional materials. Thus the training is practical and a worthwhile investment.

Determining the suitable materials to choose for use in a PE program can make a big difference in the program's efficacy.

II. OBJECTIVES OF THE STUDY

1. To determine the extent of attainment of the objectives of PE 1 Instructional Material.
2. To determine the level of satisfaction on the delivery, content, and quality of the instructional material in PE1.

3. To determine the factors affecting the attainment of the objectives of PE 1 IM

An effective teacher utilizes various instructional materials, such as presentations to enhance students' lesson quality. Instructional materials allow learners to have practical experiences that help them develop skills and concepts and work in various ways. It provides strategies and best practices to help instructors find a plan to create and organize instructional materials and media in an online course.

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It supports the "How to evaluate IM," 2009 statement that evaluates instructional materials to ensure training program effectiveness is essential to ensure the instructional materials. Thus the training is practical and a worthwhile investment. For an effective teacher, utilizing various instructional material at all levels, such as a presentation to enhance students' lesson quality, is a must. Instructional materials allow learners to have practical experiences that help them develop skills and concepts and work in various ways. It provides strategies and best practices to help instructors find a plan, create and organize instructional materials and media in an online course.

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of indirect experience' of learners in a teaching-learning situation.

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The PE IM provides the core information that students will experience, learn, and apply during a course. It is developed to increase student achievement by supporting the students learning significantly. The respondents will be the freshmen students of KSU Bulanao Campus, where the IM is being used.

In this study, PE. Instructional material utilization is the focus to determine the learning potential of the IM as the basis in determining ways to improve the instructional material.

It supports the "How to evaluate IM, 2009" statement that evaluates instructional materials to ensure training program effectiveness is essential to make sure the instructional materials and thus the training is practical and a worthwhile investment. Instructional materials refer to those alternative channels of communication, which a classroom teacher can use to concretize a concept during teaching and learning process. Traditionally, classroom teachers have relied heavily on the 'talk-chalk' method during their teaching. But recently, instructional materials help to provide variations in the ways in which messages are sent across. In using instructional materials teachers and students do not only extend the range of sense organs we use but also extend the range of materials used for conveying the same message through the same organ. For instance, in teaching a topic a teacher can manipulate real objects or use their stimulators. Instructional materials therefore constitute the media of exchange through which a message transaction is facilitated between a source and a receiver. In addition to extending the range of materials that can be used to convey the same instructional message to learners instructional materials also facilitate the 'process' nature of communication. In this passage, the process nature of communication implies that both the source and the receiver of a message are actively involved in a communication encounter. In fact, it means that both the receiver and the source share and exchange ideas, feelings in any communication (Tyler, 1987, Dike 1989) Instructional materials refer to those alternative channels of

communication, which a classroom teacher can use to concretize a concept during teaching and learning process. Traditionally, classroom teachers have relied heavily on the 'talk-chalk' method during their teaching. But recently, instructional materials help to provide variations in the ways in which messages are sent across. In using instructional materials teachers and students do not only extend the range of sense organs we use but also extend the range of materials used for conveying the same message through the same organ. For instance, in teaching a topic a teacher can manipulate real objects or use their stimulators. Instructional materials therefore constitute the media of exchange through which a message transaction is facilitated between a source and a receiver. In addition to extending the range of materials that can be used to convey the same instructional message to learners instructional materials also facilitate the 'process' nature of communication. In this passage, the process nature of communication implies that both the source and the receiver of a message are actively involved in a communication encounter. In fact, it means that both the receiver and the source share and exchange ideas, feelings in any communication (Tyler, 1987, Dike 1989).

IMPORTANCE OF THE STUDY:

This study will be the basis to enhance PE instructional materials that improve the teaching/learning process by exhibiting information necessary to acquire knowledge and skills.

III. METHODOLOGY

The study used the descriptive method with a structured questionnaire to gather the needed data. Respondents were first-year students from the Bulanao campus of the Kalinga State College.

A pre-test on the survey questionnaire was conducted at the college of agriculture to ensure that the questions were clearly articulated and that the response options were relevant, comprehensive, and mutually exclusive. Thus it is valid and deemed reliable.

The survey questionnaire was distributed to the respondents using google forms through social media. The respondents rated the extent of attainment of the PE 1 objectives and the level of satisfaction on the PE 1 IM using the Likert 3-point scale. Through this method, the data was described, analyzed, and interpreted.

Descriptive statistics, such as frequency count and percentage, analyze the data.

IV. RESULT AND DISCUSSIONS

Profile of the respondents

Table 1. Distribution of respondents according to sex.

	Frequency	Percentage
Male	181	32.8%
Female	371	67.2%
Total	552	

The table shows that 552 freshmen respondents participated in the survey. The females got the highest number with 371 or 67.2 %, while the male respondents were 181 or 32.8%. The finding implies that there were more female freshmen students than male freshmen students enrolled in the Bulanao Campus.

Table 2. Distribution of respondents according to age.

	Frequency	Percentage
17 below	5	5%
18-20	284	87.7%
21-23	54	9.8%
24 above	11	2%

The table shows that the highest number of respondents were aged 18-20 or 87.7%, followed by ages 21-23 with 54 or 9.8%. Respondents who were 24 years old and above was 11 or 2%, and respondents aged 17 and below was only 5 or 5%. The finding implies that the

majority of the respondents were in their average age for first-year college students, and only a few entered college at a young age.

Table 3. Distribution of respondents according to college.

	Frequency	Percentage
CEIT	194	35.1%
CHNS	70	12.7%
COED	165	29.9%
CPAIG	72	13%
CETHM	32	5.8%
CA	21	3.8%
CF	2	.4%

It is seen from the table that from the 552 respondents, 194 or 35.1%, came from the college of Engineering and Information Technology. The population is because CEIT has six (6) curricular programs which means there were more student enrollees than the other colleges. Next college that got the 2nd highest number of respondents was from the college of Education with 165 or 29.9%, College of Public Administration and Indigenous Governance with 72 or 13%, College of Health and Sciences with 70 or 12.7 %, College of Entrepreneurship Tourism and Hotel Management with 32 or 5.8%, college of Agriculture with 21 or 3.8% and the lowest was the College of Forestry with only 2 or .4%. This is attributed to the number of enrollees in the college, which is 1 section only.

Table 4. Presents the mean perceptions of KSU first-year college students of Bulanao campus on the attainment of the objectives of the PE 1 instructional material.

	Attainment of the objectives of PE 1 Instructional Material. (Movement Enhancement)	MA (3)	A (2)	LA (1)	
1	Acquire safe practices during physical activities	292 (876)	242 (484)	18 (18)	2.50
2	Perform and enjoy a variety of physical activities with understanding	275 (825)	257 (514)	20 (20)	2.46
3	Demonstrate positive self-esteem through body awareness and control	206 (618)	326 (652)	20 (20)	2.34
4	Develop and maintain physical health and fitness through regular participation in physical activities	289 (867)	225 (450)	38 (38)	2.45
5	Recognize the difference between activities of daily living and planned exercises activities.	206 (618)	320 (640)	26 (26)	2.33
7	Demonstrate an understanding of lifetime fitness and will incorporate fitness activities into a healthy and active lifestyle;	275 (825)	250 (500)	27 (27)	2.45

8	Recognize the relevance of knowing the current physical fitness level to determine appropriate physical improvements;	226 (678)	305 (610)	21 (21)	2.37
9	Demonstrate in one or more specialized skills efficiently in health-related fitness exercises such as dead bug series, squats, push-ups, bird dog series, shoulder mobility exercises & crawling exercises.	345 (1035)	180 (360)	27 (27)	2.58
10	Design a work-out plan for skill development and enhancement based upon self-evaluation.	188 (564)	310 (620)	54 (54)	2.24
11	Examine the importance of nutrition, rest and other lifestyle factors that contribute to health and wellness.	281 (843)	252 (504)	19 (19)	2.47
	TAWM				2.42

The table shows that the objectives of the PE 1 IM got a weighted mean of 2.42 interpreted by the respondents as “much attained”. The finding implies that the PE 1 instructional material provided maximum physical activity time within the class period, teach skills and activities that transfer into physical activity outside of physical education class, and motivated the respondents to be physically active.

The finding supports the study of Ruano (2020), which states that IMs are developed to facilitate learner understanding and provide a wealth of knowledge in all topics, offering in-depth information based on facts. Further, Isah (n.d.) states that the utilization of instructional materials in teaching and learning improved the achievement of students, leading to the attainment of the objectives of instructional materials in PE 1.

From the indicators, item number eight (8) ‘Demonstrate in one or more specialized skills efficiently in health-related fitness exercises such as dead bug series, squats, push-ups, bird dog series, shoulder mobility exercises & crawling exercises.’ Got the highest mean of 2.58, interpreted as ‘much attained.’ The finding implies that the students performed all the skills included in the IM.

The skills were demonstrated through written instructions supported by video demonstrations for the

students to follow, practice, and be demonstrated through pre-recorded video and live streaming in social media.

Indicator “Acquire safe practices during physical activities” got the 2nd highest mean of 2.5 or ‘much attained’ followed by “Examine the importance of nutrition, rest and other lifestyle factors that contribute to health and wellness.” With a mean of 2.47 or ‘much attained.’ A mean of 2.46 was the indicator “Perform and enjoy a variety of physical activities with understanding” interpreted as ‘much attained.’ Both “Develop and maintain physical health and fitness through regular participation in physical activities” and “Demonstrate an understanding of lifetime fitness and will incorporate fitness activities into a healthy and active lifestyle” got a mean of 2.45 or ‘much attained.’ “Recognize the relevance of knowing the current physical fitness level to determine appropriate physical improvements” got a mean of 2.37 or ‘much attained and “Recognize the relevance of knowing the current physical fitness level to determine appropriate physical improvements” with a weighted mean of 2.34 or ‘much attained.’

Although the indicator “Design a work-out plan for skill development and enhancement based upon self-evaluation” got the lowest mean of 2.24, but still interpreted as ‘attained.’ The finding indicates that respondents could enhance their movement skills through their work-out designs, as evidenced by submitted demonstrations.

Table 5. Presents the mean perceptions of KSU first-year college students of Bulanao campus on the Level of satisfaction in the delivery, content and quality of the PE 1 instructional material.

	Delivery, content, quality of instructional material of PE 1 (Movement Enhancement)	MS (3)	S (2)	LS (1)	
	DELIVERY				
1	I was provided with timely and helpful information and guidance every start of a module.	198 (598)	340 (680)	14 (14)	2.34
2	I was provided with appropriate information and guidance on the assessment requirements and criteria.	209 (627)	308 (616)	35 (35)	2.31

3	The IM are easily updated and adaptable and customizable to match resources at home.	207 (621)	309 (618)	36 (36)	2.31
	AWM				2.32
	CONTENT				
4	The instructional material were well organized.	305 (915)	232 (464)	8 (8)	2.51
5	The activities in the instructional material were intellectually motivating and physically invigorating.	347 (1041)	193 (386)	19 (19)	2.62
6	The activities helped to develop my conceptual understanding and engages higher thinking skills.	301 (903)	246 (492)	5 (5)	2.54
7	I received timely and helpful feedback in my learning in every module.	197 (591)	318 (636)	37 (37)	2.29
8	The IM aligns with the curriculum and standards, and is current, valid and reliable, with real examples.	326 (978)	220 (440)	6 (6)	2.58
	AWM				2.51
	QUALITY OF LEARNING MATERIAL/MODULES				
9	The aims and learning outcomes of the learning material/modules were made clear to me.	222 (666)	305 (610)	25 (25)	2.36
10	The physical accommodation for the instructional material were appropriate.	216 (648)	321 (642)	15 (15)	2.36
11	Overall, I am satisfied with the quality of the instructional material on PE 1.	301 (903)	241 (482)	10 (10)	2.53
	AWM	309 (927)	231 (462)	12 (12)	2.54
	TAWM				2.44

The Table revealed that the TWAM on the delivery, content, and quality of instructional material of PE 1 was 2.42 or 'much satisfied.' The finding implies that the lessons and various activities employed in the PE 1 IM were relevant and well understood by the respondents. The finding supports the statement of Rink 2006, which states that it is a requirement for teachers to have a concrete task presentation of lessons to obtain the students' attention. Likewise, sequencing the content and organized task assignments; communicating tasks verbally; using various approaches to communicate information; showing examples of good performance; personalizing the presentation to students; repeating complex parts; and checking for understanding.

As could be expected, content got the highest TWM of 2.52, interpreted as 'much satisfied.' The findings indicate that the content of the IM facilitated the teaching-learning process. Subject matter and activities were organized, which means the sequencing was straightforward and logical. The

finding supports Samuel, 2009, which states that instructional materials are used to extend learners' range of varied experience in a teaching-learning situation.

Among the indicators under content, "activities in the IM were intellectually motivating and physically invigorating" got the highest mean of 2.62, interpreted as 'much satisfied.' The finding implies that the respondents were enthusiastic about performing the IM activities because respondents find the instructions and demonstrations easy to follow. "The IM aligns with the curriculum and standards and is current, valid and reliable, with real examples" got a mean of 2.58 interpreted as 'much satisfied.' At the same time, "The activities helped to develop my conceptual understanding and engage higher thinking skills" and "the IM was well organized" were both interpreted as 'much satisfied' with a mean of 2.54 and 2.51, respectively. The lowest mean of 2.29 was "I received timely and helpful feedback in my learning in every module/lesson"; however, it was still perceived as 'satisfied.'

The quality of the PE 1 IM got a TWM of 2.42, perceived as 'much satisfied.' The finding indicates that topics and activities in the IM were selected correctly, and lessons were developed to meet the needs of the students. The IM has enriched features such as self-explanatory, self-contained, self-directed, and self-motivating, which help cater to the needs of all types of learners. The item "Overall, I am satisfied with the quality of the PE 1 IM" was perceived as 'much satisfied' with a mean of 2.54. The items "the aims and learning outcomes of the IM were made clear to me"

and "the physical accommodation for the IM was appropriate" got a mean of 2.36 or 'much satisfied.'

The delivery of PE 1 IM got a TWM of 2.32 interpreted as 'attained.' The finding implies that the IM was engaging and aligned to the Tertiary Physical Education Program (TPEP). It helps to teach self-study habits and self-confidence among students, which are essential for enhancing learning and becoming independent thinkers.

Table 6. Presents the mean perceptions of KSU first-year college students of Bulanao campus on the Factors affecting the attainment of the objectives of PE 1 instructional material.

	Factors affecting the attainment of the objectives of PE Instructional Material.	MA (3)	MoA (2)	LA (1)	
1	Motivational approach of instructor.	251 (753)	237 (474)	64 (64)	2.33
2	Pacing of instruction	210 (630)	241 (482)	101 (101)	2.20
3	Available resources and materials.	99 (297)	194 (388)	259 (259)	1.71
4	Work demands at home.	261 (783)	224 (448)	67 (67)	2.35
5	Support from parents/guardians	120 (360)	183 (366)	249 (249)	1.77
6	Physical and mental health of the student.	197 (591)	227 (454)	128 (128)	2.13
7	Access to internet connection.	245 (735)	217 (434)	90 (90)	2.28
	TAWM				1.78

The table shows that the factors affecting the attainment of the objectives of PE 1 IM got a TAWM of 1.78 perceived as 'moderately affect.' Among the factors, the item "work demand at home" got the highest mean of 2.35 or 'much affect.' The finding indicates that most of the time, respondents experience a range of domestic tasks that need to be completed simultaneously and the ability of respondents to manage time for home chores and study.

The item 'motivational approach of the instructor' with a weighted mean of 2.33 was perceived as 'moderately affect.' The finding reflects the importance of motivation to undertake specific activities and encourage students to make other intellectual and physical efforts and use their skills and capabilities.

Access to the internet was perceived as 'moderately affect' as shown by the weighted mean of 2.28. The finding

implies that the respondents managed to complete the PE 1 requirements even with the province's slow or unreliable internet connection.

A weighted mean of 2.2 or moderately affect was 'pacing of instruction.' The finding implies that respondents perform/make their lessons/activities at their own pace since the modality of instruction is through online classes. Their instructors gave the respondents enough time to comply with the requirements.

"Physical and mental health of students" got a weighted mean of 2.13 or 'moderately affect.' The finding implies that activities and lessons in the PE 1 IM such as performing exercises, healthy eating habits, and time management impact the respondent's mental and physical well-being.

"Support from parents and guardians" got a weighted mean of 1.77, perceived as moderately affect. The finding suggests that respondents receive the needed support from their parents. Will it be financially and psychologically that inspire or boost their active involvement in academic life.

The lowest weighted mean of 1.71 or 'moderately affect' is the availability of resources and materials. The finding indicates the resourcefulness of the respondents in dealing with activities that require the use of equipment. Furthermost of the activities in the PE 1 IM can be done without equipment.

V. FINDINGS

1. 67.2% of the respondents were females.
2. 87% of the respondents belong to 18-20 years old, the average age for first-year students.
3. Of the seven (7) colleges of the KSU Bulanao campus, 35.1% belong to the College of Engineering Information Technology who has six programs offered compared to the other colleges who have 1-3 programs.
4. The attainment of the objectives of PE 1 IM was perceived by the respondents as much attained with a mean of 2.42.
5. The delivery, content, and quality of the PE1 IM were perceived as much satisfactory, with a TAWM of 2.44. Quality was the highest mean with 2.54, followed by content with 2.51, and delivery as the lowest with a mean of 2.32, which was perceived as moderately satisfactory.
6. Factors affecting the attainment of the objectives of PE 1 IM was perceived as moderately affect, with a mean of 1.78

VI. CONCLUSION

From the findings, it is therefore concluded that the PE 1 Instructional Material facilitated the teaching-learning process of PE 1 that exposes the learner (respondents) to authentic experiences, and this enriches learning.

RECOMMENDATIONS

1. Instructional materials must make learning more authentic and meaningful to the learner, contributing to the learning process.
2. Instructional material to facilitate learning should be commensurate with the class period allowed. It should be usable and not so complex that time is spent just learning to use the IM.

3. IMs must make learning more real and meaningful to the learner.
4. Using PE IMs to explain one particular concept must also include cognizance of individual differences among the learners.
5. Follow-up research will be conducted to determine the effectiveness of the P.E 1 instructional material.

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