



**INTERNATIONAL
INSTITUTE OF
INFLUENCERS**



PROJECT REPORT

Name of the Course:

**INTERNATIONAL MASTER DIPLOMA IN
GUIDANCE & COUNSELING**

Conducting Organisation:

International Institute of Influencers (III)

Title of the Project:

**Online Modalities and Academic
performance of Grade 12 Senior High School
in Health Optimizing Physical Education
through Guidance Interventions and
Coaching.**

Criteria for doing the project:

To meet every student's learning needs by assisting them in achieving learning objectives aligned with the learning competencies in the areas of academic development in physical education and health as to; Performance Task, Written Output, Passing Rate, career development, and personal/social development.

Submitted To:

SHAMA Hussain, Founder & CEO of III

Date of Submission:

August 30, 2024

Name of the Candidate:

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Name of the Organization:

North Fairview High School



Title of the Project: Online Modalities and Academic performance of Grade 12 Senior High School in Health Optimizing Physical Education through Guidance Interventions and Coaching.

Introduction:

Teaching modalities nowadays are different back then, strategy of teaching and learning is likewise challenging. What makes it more tough is that the teacher finds it very challenging to assess whether the expected skills were developed by just looking at the video presentation or the output submitted. Jeong et al (2020), the lack of interaction between the teacher and students in online courses made it difficult to convey the value of physical education. Thus, to maximize the efficiency of online physical education classes, both teacher effort and collaboration with online experts were essential.

Due to the current situation where activities are online and physical education is technology-based (computer or smartphone). When the teacher instructs the students to perform more complex activities, they experience difficulties, learners' performances in Health Optimizing Physical Education (H.O.P.E). classes were mostly videotaped. Cordova et al (2017) The students' performance in Physical Education may be due to their own interest and abilities but not because of the self-efficacy of teachers. The performance of the students may depend from their inherent intelligence and attitudes as well as interest in their studies and also on the conduciveness of the learning environment

As observed, I realized that quality teaching and learning was hard to achieve considering that the physical education subject is best executed when there is direct contact between learners. As compared to face-to-face classes, learners' performance during distance learning was categorically below par. Assessing learners' performance allows us to understand and appraise progress with the end goal of improving student learning inside and outside the classroom. Malipot (2022) the conduct of student assessments "determine the nature and extent of the learning crisis" as well as design and implement an evidence-based education recovery program and the provision of sufficient and quality teaching and learning

resources. The use of appropriate evaluative measures may result in a positive and progressive learners' achievement.

Gumbo et al (2017) revealed that physical education teachers apply several teaching strategies. These included the lecture, individualized instruction, task teaching, cooperative learning, problem solving, interactive teaching, peer, station, simulation and active teaching. Among the stated teaching strategies, some were used more frequently than others.

This program will help the learner's performance in Health Optimizing Physical Education (H.O.P.E). through video presentation which will serve as basis in the preparation of an intervention plan with the end goal of an improved performance. Interventions to become responsive must integrate equity-centered and inclusive approaches.

Methodology:

This contextualized Program focuses on the performance of learners in physical education classes and the reasons why the quality of the output submitted is far beyond standards. As an intervention, Performance Coaching will propose a Contextualized Instruction in Physical Education (CIP), where learners' needs are going to be assessed, analyzed, and acted upon accordingly. At the end of each quarter in the semester, all learners who are at risk of failing are gathered together to be able to understand the impeding factors towards their academic performance within the Physical Education subject. In the Contextualized Instruction in Physical Education, the teachers make the learning process relevant. Contextual teaching means situating the learning activities in a real-life scenario to which the learners can relate. However, this style of teaching delivery focuses on the actual application in a specific context of the learner's interest. Many of them can learn better, faster, and retain the information longer when they are taught the way they want to learn.

Furthermore, contextualized teaching and learning engagement construct a similar idea of putting educational activities into perspective in order to achieve the best teaching and

learning outcomes, and these learning involvements foster interdependence among learners and their learning groups as well as opportunities for the learners to actively engage in the learning process. The corresponding results assessments for contextual student learning are authentic assessment strategies.

Results:

Based on the results of the evaluation given to the learners, the academic interventions, seminars, workshops, monitoring of attendance as well as their academic performance, and the sessions of **PERFORMANCE COACHING** typically leads to several positive outcomes for both individuals and organizations:

learners often **Improved Skills and Competencies**, enhancing their skills in areas such as leadership, communication, time management, and strategic thinking. It also

Increased Self-Awareness through Coaching, it may encourage individuals to reflect on their strengths, weaknesses, and behaviors, leading to a deeper understanding of themselves and how they interact with others.

With clearer goals and personalized strategies, learners can achieve higher levels of performance and productivity by **Practicing or training them is to Enhanced their Performance**. This is often seen in achieving specific objectives or meeting key performance indicators. **Greater Confidence and Motivation** learners typically experience a boost in confidence and motivation as they see progress in their skills and achieve their set goals.

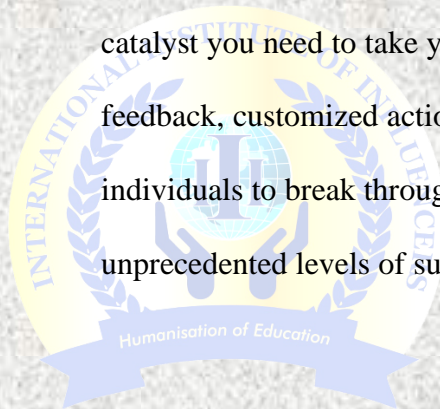
Performance Coaching **Improved Decision-Making**: often enhances critical thinking and problem-solving abilities, helping our learners to make more informed and effective decisions. In a team context, coaching can improve collaboration, communication, and overall team performance by fostering a more supportive and productive environment. As a result, the self-confidence and enthusiasm of the learners to perform and participate increase

Conclusions:

As a performance coach, I've witnessed firsthand the transformative power of targeted guidance and accountability. In today's fast-paced, competitive landscape, the ability to optimize individual and team performance has become a crucial differentiator.

Performance coaching is not just about setting goals and tracking metrics. It's a holistic approach that delves into the underlying factors that drive success - from mindset and behavior to skill development and strategic planning. By working closely with clients, performance coaches help unlock hidden potential and guide them towards achieving their most ambitious objectives. performance coaching can be the

catalyst you need to take your career to new heights. By providing personalized feedback, customized action plans, and unwavering support, coaches empower individuals to break through barriers, overcome challenges, and achieve unprecedented levels of success.



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Documentation:

