

Teaching Physical Education Online: Challenges and Coping Mechanism of PE Teachers

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Abstract

The COVID-19 pandemic has been deemed the world's destructive Pandemic in recent years, spreading across the globe and affecting the quality of teaching learning in higher education. Teachers recently faced several obstacles when teaching physical education utilizing the new teaching modality. Hence, this phenomenological research explored the lived experiences of 10 PE teachers during pandemic and how they dealt with them especially distance learning. This study aims to understand the issues and solutions faced by physical education teachers in teaching online. The interviews were recorded, transcribed, and coded. The categories were grouped, and themes were developed. The respondents were chosen through purposive sampling. As a result of the findings, three main themes connected to challenges were identified: digital literacy, network connectivity, and assessment learning. Patience and understanding, embracing the challenge, adapting and change, exploration, and listening and being considerate are four themes for coping mechanisms. Furthermore, three themes emerged from PE teachers' insights during the pandemic: It's tough, adaptation is a must, and it's okay to deal with it. The findings revealed that online programs are manageable even though the educational system is dynamic and is changing constantly. Respondents make the required preparations to ensure that they will be able to meet all the obstacles presented by the new modality. Implications of the study findings are presented in this paper.

Keywords: physical education, challenges, coping mechanism, phenomenology, PE teachers

DOI: 10.7176/JEP/15-1-05

Publication date: January 31st 2024

INTRODUCTION

The global impact of the COVID-19 pandemic has been felt across a wide range of populations, industries, and organizations. School closures and the shift to online instruction, for example, have impacted teachers. Just like other teachers teaching different discipline, Physical Education teachers experiences different struggles during the shift from face-to-face learning to online modality (Hammerstein, Konig, Dreisoner, & Frey 2021). Knowing that the course is used to, and mostly needed actual demonstration, guidance, and a hands-on approach to deliver the lessons (Jeong & So, 2020). In addition, access to technology, lack of training and time to learn, and the perceived value of technology integration are all barriers to implementation of effective online instruction (Baek, 2018).

Physical education teachers have a difficult time integrating technology into their lessons. Teachers struggle to adopt technology because of technology becoming a distraction for pupils, teachers lack professional development activities, and technology can alter lesson time and flow (Hyndman, 2019). Using the right equipment, getting proper training, and planning the courses will help teachers avoid these issues and use technology in the classroom. It is critical to have technology in physical education classes that motivates and energizes students and allows them to connect physical education lessons with the outside world (McVicker, 2018).

In the seminal work of Davis et al., (1989) he proposed the Technology Acceptance Model (TAM), which aimed to explain the user's intention to adopt the technology. There are two main determinants of technology acceptance are suggested (1) Perceived usefulness and ease of use, these factors apply to the education sector, (2) Teachers' perceived ease of use toward computers is a determining factor in their integration into the teaching process. The degree to which a user believes a system will improve their performance is perceived usefulness (Davis et al., 1989). And these studies in the educational setting have supported the perceived usefulness construct's applicability.

ICT in education enhances the teaching and learning process by assisting teachers and students and efficiently linking them to one another and a vast amount of information (Krejins et al., 2013). Recent studies in the subject have highlighted the critical role of teachers in the effective use of ICT in education (Comi, Argentin, Gui, Origo and Pagani, 2017; Englund, Olofsson and Price, 2017; Nikolopoulou and Gialamas, 2016). Examining the antecedents of ICT adoption in education 5 protagonists of ICT use in education, research studies have

concentrated on the elements that influence their adoption of ICT in the teaching and learning process (Kale & Goh, 2014; Kreijns, Vermeulen, Kirschner, Buuren and Acker, 2013). Having a better grasp of the factors that influence ICT adoption in education allows for the development of appropriate methods to improve ICT use in the teaching and learning process (Macharia & Pelser, 2008).

The use of ICT in education enhances the teaching and learning process by assisting teachers and students and efficiently linking them to one another and a vast amount of information (Kreijns et al, 2013). The benefits of using ICT in teaching are becoming increasingly clear (Blackwell et al. 2013; Higgins, 2003; Tondeur et al, 2017). According to Perrotta (2013), ICT use in education helps teachers with a variety of tasks, including searching for information and preparing lesson materials; presenting information (e.g., using power point presentations, interactive whiteboards, and data projectors); collecting and managing data about students' activities; collaborating with colleagues; communicating with students and parents; and sharing resources with the larger education community. Similarly, Williams (2008) suggests that the use of ICT which include the use of electronic media, internet platform and advanced educational technologies result in several benefits: accessibility to a broader circle of learning materials; better clarifications and insights on the subject taught, by using a plethora of presentation tools, thus fostering participatory pedagogies

The study focused on teaching physical education concerns and coping mechanisms in the new normal. The researchers were interested in the respondents' experiences, particularly their preparation, and how do they adapt and redesigned their instruction in the online class. The guide questions in this study were based on the following questions (1) What are the challenges of the teachers teaching physical education in the new Modality? (2) How do PE Teachers cope with challenges? (3) What are the insights of Physical education teachers in dealing with new modality in teaching physical education?

The study's findings encouraged the respondents to adopt the technology because many benefits are recorded in using technology in an online class. The result of the study is beneficial to the teachers in physical education on what areas the teachers still need to relearn in dealing with teaching PE using the new modality. The study will help future researchers understand physical education teachers' challenges and coping mechanisms in the new modality.

METHODS

The goal of the phenomenological approach was to illuminate the specific event and to discover phenomena based on what are the occurring experiences of the PE teachers teaching in the new modality. This usually entails acquiring 'deep' knowledge and perspectives through inductive, qualitative procedures like interviews, discussions, and participant observation and expressing it from the perspective of the study participant (s). Phenomenology is concerned with studying experience from the individual's perspective, 'bracketing' commonly held beliefs and ways of experiencing (Lester et al., 2018).

Study Participants

Physical Education teachers from the University of Mindanao Main Campus who taught physical education online at the tertiary level were the study participants. Both part-time and full-time teachers who rendered the University for at least one year of service. Seven full-time instructors and three part-time teachers were among the ten people who took part in the in-depth interview. The University of Mindanao Main Campus Maa in Davao City is the only participating school.

Homogenous purposive sampling, also known as judgment, selective, or subjective sampling, is the sampling approach used in the study. It is a non-probability sampling method in which "components picked for the sample are chosen by the researcher's judgment" (Adler & Clark, 2008).

he researchers chose ten respondents from the University of Mindanao Main Campus to participate in the study. These responders have been teaching at the institution for more than four years, some having taught for over fifteen years.

Materials and Instruments

The instruments chosen were based on the study's research objectives, and the questionnaires, were also validated. The researchers awaited the University's Research Center's approval of the research questionnaires. Following the protocol, the researchers approached Dr. Jocelyn B. Bacasmot, Dean of Teachers College, for permission to conduct the study with selected PE teachers. Following the approval, the researchers began conducting scheduled in-depth interviews with research participants.

Design and Procedure

The researchers used qualitative research method called phenomenological design in this study. In qualitative research, non-numerical data is collected and analyzed to better comprehend concepts, opinions, or experiences. It can be utilized to understand a subject in-depth or to develop fresh research ideas (Bhandari et al., 2020).

The researchers used phenomenology as a qualitative tradition. Phenomenology is a qualitative research method that focuses on the shared characteristics of a group's lived experiences. The approach's primary purpose was to come up with a description of the nature of the occurrence in question. Through this method, the researchers could deduce the events, situations, or experiences' universal meaning and gain a deeper understanding of the phenomenon (Creswell et al., 2013).

The researchers used the Colaizzi data analysis method to analyze the data. Colaizzi et al. (1978) developed the seven-stage data analysis, with each phase remaining true to the data. The end product was a concise yet comprehensive explanation of the phenomenon under investigation, which the people who developed it confirmed. The method relies on detailed first-person accounts of experience, which can be gathered in various ways, including written narratives, blogs, research diaries, and online interviews. Colaizzi's (Morrow, Rodriguez, & King, et al., 2015) descriptive phenomenological technique is as follows as cited by Morrow, Rodriguez, & King et al. (2015)

Before the interview, each participant was given a Consent Form to sign. The interview was conducted via Google Meet due to the COVID-19 Pandemic. The interview was recorded via the Google Meet platform, and the data was saved on Google Drive. The data was transferred to a computer and played back for data transcription. The data were organized into themes and sub-themes, and the literature was used to back up the findings. Finally, the study's findings were documented.

The researchers first familiarized the data by reading through all participants' experiences multiple times. Then they identified noteworthy comments in the reports that were directly related to the phenomenon under examination. The researchers identify the meanings of the phenomena. To stay true to the phenomenon as experienced, the researchers must reflexively "bracket" their preconceptions. The researchers organized the identified implications into themes that ran through all accounts. The researchers prepared a comprehensive explanation of the phenomenon that included all of the pieces generated. The researchers simplified the lengthy description into a brief, dense statement that encapsulated only the components deemed critical to the phenomenon's structure. Finally, a verification of the underlying system is sought. The researchers gave the fundamental structural statement to all participants (or a subset of participants in more extensive experiments) to see if it accurately reflected their experience. In light of this feedback, changes were effected in the analysis.

RESULTS AND DISCUSSION

The baseline data from the in-depth interview and the corresponding analyses are presented in this chapter.

Table 1 presents the Challenges in Teaching Physical Education during Covid 19 pandemic. It is presented by themes, core ideas and significant statement.

Table 1.

Challenges in Teaching PE during COVID 19

Themes	Core Ideas	Significant Statement
Digital Literacy	<i>Technology is hard to manipulate P1 Lack of technology skills. P5</i>	<ul style="list-style-type: none"> • Hard time to cope with preparation • How to use the LMS
Network connectivity	<i>P1 Only 20% of the class attended the class. P7. Internet problem</i>	<ul style="list-style-type: none"> • Slow Internet connection. • Unable to connect due to data expiration
Assessment of Learning	<i>P2 Students unable to execute proper movements P6 Obejectives cannot achieve easily</i>	<ul style="list-style-type: none"> • Students unable to understand properly. • Students cannot follow instructions.

Digital Literacy

Digital literacy encompasses a wide range of ethical, social, and reflective behaviors integrated into work, study, leisure, and daily life - Media Arts. One of the challenges that we found out about was digital literacy. The respondents said that they had a hard time figuring out how to manipulate various digital applications that could be used in the online, blended class. Furthermore, it became hard and stressful to transfer essential knowledge about how technology was extensively used since it was new. One of the respondents emphasized saying P6, "Just like the seasoned teachers Dili kaayu ko techie," which shows a slight lack of knowledge regarding digital manipulation. In addition, three of the respondents noted that navigating the LMS (Learning Management System) – an online platform used to conduct online modalities, was challenging, particularly in the first semester of use.

“The very first that I had encountered and experience in the new normal set up specially when I, the one that I used in teaching specially in blended set up is the use of technology, specially that used of LMS. I was instructed by the university. I really had hard time to cope. Specially the first semester. I really had a hard time to cope with the

preparation. How I'm going to use the LMS." – P1

"As a teacher for me, the first the most challenging for me is the technologies skill, manipulating the technology, mga digital tools, yun yung pinaka new normal thing medyo. Technology is really a problem for me because I really have difficulty trying to manipulate it. I must ask so many questions those alam yung ano certain technology." – P5

"As a teacher, first, the most challenging for me is the technological skills, manipulating technology, digital tools, those the newest normal thing a little. Technology is really a problem for me because I really have difficulty trying to manipulate it. I must ask so many questions to those who knows manipulating certain technology." – P5

This confirmed the study of Watson (2006) that knowing teachers' perceptions of innovation is critical to successful technology adoption in teaching. Further, irrespective matter how complex a technology is, instructors must have the necessary skills, competencies, and beliefs/attitudes to apply it in the classroom (Spiteri & Rundgren, 2020). In addition, Beliefs about technology use can be characterized as a sensation that a teacher feels if they believe that they can integrate technology into the classroom (Hew & Brush, 2007). Teachers' perceptions of the usefulness of technology and its application are reflected in their beliefs and attitudes regarding its use (Karaca et al., 2013). Nevertheless, Teachers should think about the value of a particular technology and what it can do (Wozney et al. 2006).

In today's new platform, having a teacher with technology skills is quite beneficial. Teachers should improve their ability to manipulate technology so that students can learn in a new way. Irrespective of how complex technology is, instructors must have the necessary skills, competencies, and beliefs/attitudes to apply it in the classroom (Spiteri & Rundgren, 2020). In addition, beliefs about technology use can be characterized as a sensation that a teacher feels if they believe in the ability to integrate technology into the classroom (Hew & Brush, 2007). Teachers' perceptions of the usefulness of technology and its application are reflected in their beliefs and attitudes regarding its use (Karaca et al., 2013). According to Wozney et al. (2006), teachers should think about the value of a particular technology and what it can do.

Network connectivity

The network connection allows you to access, collect, share, and utilize data throughout your organization. Thus, one of the major problems that the new modality faced was the lack of internet connection, poor internet connection, and no access to the internet connection. One of the very problems of the respondents upon asking about the challenges they have faced during the online modality was about internet connection. However, it was not only the teacher's problem but also for the students. This problem was already a problem before the popularity of the internet teaching and learning platform. The respondents mostly answered that it could significantly impact the new modality, aside from teachers having difficulty connecting on the Internet. Students are also affected too much. And because of it some problems arise and are added, such as a lot of students are becoming less participative in the google meetings. Or students sometimes make excuses to teachers because internet connectivity is too slow in their respective areas. However, the respondents told us that some students are making alibis.

"There are times during my class, there are only a few of my students who attended my class, out of 30, out of 50 mga ano lang 20 or less than 20%, 30 % of the class attended. Yan ang pinaka problema they have all the reasons: the alibi, the hard time in connecting the internet, the slow connection, poor connection. It's one thing that we rely on the tasks that were given." – P1

"There are times during my class, there are only a few of my students who attended my class, out of 30 or out of 50 there will be 20 or less than 20% or 30% of the class attended. That was the most problem that they all have reasons for not attending like alibi, having hard time in connecting the internet, slow internet connection. It's one thing that we rely on the tasks that were given." – P1

The problem here in the Phil. We have a slow internet connection so there are tendencies that they will tell, or they chat or text that "sir I cannot go on with this kind of activity: so for me it's a problem it is because how can I put a very nice score if ever hindi nila ma address on time yung mga activities nila." – P7

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It was shown that internet connection is vital and having a problem with it could lead to other issues that could affect the teaching and learning process. Additionally, having access to the Internet is critical to the new

platform's success. Learners can also be taught without access to the Internet, although this will require a new platform.

This finding supports the statement of the experts Bodhi and Kaur (2017) that all teachers, including pupils, must have excellent internet connections to pursue this modality. In the sphere of education, the Internet plays a significant role. During these years, the academic community has undergone significant changes, taking on new dimensions due to technological applications.

Assessment of Learning

Learning assessment refers to techniques for confirming what students know and demonstrating whether they have reached curricular goals. Most of the respondents said that another very challenging problem was assessing the students' learning and preparing the best strategy, technique, and method they could employ during the online classes. It was frustrating to identify whether the students were really participating during a course or just submitting their output just a manner to pass the subject, but not knowing if there was learning beyond the screen that they could use through life. During the interview, we had some emphasis from them:

“Another challenge is ang pag actualize sa PE specially movement, like lisud siya in a sense na dili makuha or dili nimu ma correct ang bata diha diha dayun kung mali iyaha ginabuhat, kay video lang man nila ang imu ginatan aw.” – P2

“Another challenge is how to actualize PE specially movement, like it is so hard in a sense it will be taken, or you cannot correct the child abruptly if what he did is wrong, because you are only looking at their videos” – P2

Naa sad tay performance task more on performance baya atuang strategies and then lisud sya e achieve nga goal katong atoa sa basi sa atung objectives sa atong syllabus lisud kaayo sya e achieve kay dili nato mahimo sa online class.” – P6

“We also have performance task, our strategies are more on performance and then its is hard to achieve the goal that based on our objectives stipulated on our syllabus, it is hard to achieve because we cannot do it on our online class” – P6

Because teachers were frustrated with developing various effective strategies and making multiple ways to possibly evaluate students' performances and ensure that everything was objectively achieved, it became a challenge to them and still learn and craft the best strategies that could be employed in the new teaching and learning modality. This result also supported by Vinod (2020), the importance of face to face, teacher's demonstration is more effective when students are physically watched or guided by their teachers

Table 2 presents the Coping Mechanism of PE Teachers. It is categorized by themes, core ideas and significant statement

Table 2

Coping Mechanism of PE Teachers.

Themes	Core Ideas	Significant Statement
Patience and Understanding	P2 Giving much more patience and consideration to students. P7 Unlimited understanding Teachers support each other	<ul style="list-style-type: none"> Patience is a virtue Learn to be more compassionate
Embrace the challenge, adapt the changes	P2 Adopting the new modality P1 Embrace the new modality	<ul style="list-style-type: none"> Learn and re learn Accept the new trend
Exploration	P3 I do search in the internet P8 Search some videos on You tube	<ul style="list-style-type: none"> Explore in dealing with new trend Videos help student to understand easily.
Listen and be considerate	Listen to your students don't argue Reaching out to the students	<ul style="list-style-type: none"> Listen to your students Reaching out

Patience and Understanding

Most of the respondents answered that one way of coping with the different challenges was to have a tremendous amount of patience and understanding. Patience and knowledge are vital to helping them have peace and clarity in teaching in the new modality. Patience is the virtue, becoming their famous saying while facing those challenges

“Patience is a virtue, giving much more patience and consideration to student's para ako maka learn at the same sila pud kay kung dili maghatag especially in this time di ba kailangan gyud sya ug so much so much so much so much patience? I learned to be compassionate taas naman gyud kog patience, pero dinagdagan ko pa talaga for students to really, really help them sa online kasi you will not just kanang

consider yourself man gud sa online class natin, you will not be considered lang, but you to consider as well your students” – P2

“Patience is a virtue, giving much more patience and consideration to the students so that for me to learn and for them also, because if we don’t give it to them specially in this time, don’t we really need so much patience? I learned to be compassionate, I have a long patience already, but I add more for the students to really help them on online, because you will not just consider yourself on online class, but you will consider your students as well.” – P2

“My coping mechanism for those challenges kay unli understanding ra jud mam sir, kay if dili man gud ta mag cope up sa mga new challenges labaw na karun diba na we all know that change is inevitable” – P7

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During the new modality, Physical Education teachers applied much patience and understanding to students. They tried their best to give or deliver the essential knowledge while understanding and considering the various situation of the students. Furthermore, patience and understanding were applied to all preparation of classes, addressing concerns of the students and possible technical problems while teaching online courses.

The article conducted by Merrill (2020), teaching through a pandemic: A Mindset for This Moment. The baseline for teachers should be reset. To teach in the new modality, teachers must have a holistic approach. Though the Pandemic has caused us to become more isolated from others, it has also resulted in much depression among teachers and students. Therefore, teachers should extend their patience and understanding among students.

Embrace the Challenge, Adapt the Changes

The majority of PE teachers agreed to follow the new trend. The educational change is difficult. It is something that PE teachers must learn to cope with. The respondent also stated that they are demonstrating to the best of their ability in front of their students to meet the standard and continue service quality toward students' competencies.

“Number one is adapting talaga the new modality. Dili nimu sya kanang mo adapt ka lisud man gyud sa atoa as teacher ma adapt sya is dawaton nmu sya e welcome nimu sya nga ingun ana and then you have to explore talaga in this new modality nga kinahanglan sya studihan praktisun kay dili sya pwede in one glance nga makuha nimu.” – P2

“Number one is adapting really the new modality. You will not prevent it even though it is hard for us teacher to adapt but we need to embrace it, welcome it and you really need to explore in these new modalities, and you really need to study, practice because you will not get it in just one glance” – P2

Change is inevitable, constant, and a common knowledge that we know and believe in. Based on the respondent's coping mechanism, it was vital to adapt to the changes and accept the challenges they encountered while teaching Physical education in the new modality.

PE teachers have learned to accept and embrace the challenges since expressing their insights with the new platform. However, respondents agreed that face-to-face and blended learning and a learning management system (LMS) should be used because there are some activities that instructors should be involved with. Similarly, the result confirmed the statement of Manalo and De Villa (2020) that teachers, even though they face obstacles that may impede their job, teachers manage to adapt to the new normal and complete their tasks. The respondents able to come up with strategies that are applicable online such video recording on the different activities for the student’s guides and more understanding of the subjects.

Exploration

Another coping mechanism that the respondents employed was exploration, which means seeking additional knowledge and seeking help to address the different issues or challenges they are facing during the online, blended approach, such as using a blackboard, or the way others conduct classes. Some of the responses were:

“Ang ginawa ko nalang pag may hindi akong naintindihan sa mga ano sa pag address nag re research na ako naga search sa internet para at least ma update ng mga new tools para ma improve pa ang akong skills. Parang ganun po and I ask also sa mga colleagues kung ano pong techniques nila pwede ko rin ma enhance parang ganun.” – P3

“What I do is that if I don’t understand something to address it, I will do research I search on internet to at least update different new tools to improve my skills. Just like that and I also ask my colleagues” –

“Actually we as teacher has different coping mechanisms but for me, I coped with these challenges by for example I search some videos on youtube on how to properly address, to assess properly the students in physical education program as well as some videos to help in teaching physical education in new modality.”

– P8

“Actually we as teacher has different coping mechanisms but for me, I coped with these challenges by for example I search some videos on youtube on how to properly address, to assess properly the students in physical education program as well as some videos to help in teaching physical education in new modality.” – P8

Incorporating the new platform during a pandemic is a good sign that physical education teachers should follow, for it gives options it provides new possibilities to make the education continue. Though there are difficulties in manipulating the LMS, as well as there are difficulties in employing tactics to fit in with the physical education classes, such as thinking about whether or not activities are not harmful to the students, or preparing videos that the pupils could understand, was a challenge, yes, but still through learning and exploration teachers were able to cope with these challenges. Respondents faced difficulties providing feedback to all of their students. Also, how are they going to assess the students' learning and evaluate their performances? However, they absorb and embrace it, and as a result, they can deal with the difficulties in the long run.

The result is similar with the study result of Watson (2006) that knowing teachers' perceptions of innovation is critical to successful technology adoption in teaching. Users will finally employ technology, according to Bhattacharjee (2001) and Benett (2003), if they have the ultimate belief that they would gain expected benefits by doing so (Bhattacharjee 2001; Benett, 2003).

This also supports the theory of Davis (1989). the Technology Acceptance Model (TAM), which describes how people accept new technology. developed to clarify the user's desire to use the technology The degree to which a user believes a system will improve his or her performance is known as perceived usefulness. The second TAM factor, perceived ease of use, is defined as the degree to which an individual believes that using a specific technology would be relatively easy.

Table 3 present the insight of PE teachers during Pandemic. It is categorized by themes, core ideas and significant statement.

Table 3

Insight of PE Teachers during Pandemic

Themes	Core Ideas	Significant Statement
It's Tough	P1 though it difficult, but you have grow and love your job. P5 if you have the passion and willingness, enjoy your what you are doing.	<ul style="list-style-type: none"> ● Grow and love your job ● Passion and willingness ● Enjoy what you are doing
Adaptation is a Must	P1 Continue our education inspite of the challenges P3 Though online is tough, hence we may able to learn from it.	<ul style="list-style-type: none"> ● Continue and move forward. ● Learn from it.
It's Okay to deal with it Tiring	P5 PE can be both face to face and online. P5 PE cannot be pure online P2 Students find it hard to demonstrate the skills. P5 You have lots to prepare P2 Feedbacking each students is very challenging P4 Difficulty of what strategies can be used for every activities	<ul style="list-style-type: none"> ● PE should be thought online and face to face ● Unable to follow the skills properly ● Difficulty on preparations ● Difficulty what strategies should be used

It's Tough

Respondents concluded that online, blended class compared to face-to-face courses was a tough job. It's tough because it is new to us, it is challenging because we need to learn and relearn something to fit in this new modality, and it isn't easy because we are more in performance tasks. These are the most responses we get from them. Thus, being open-minded and proactive helped them find ways to make it easier and address things that make the job harder. Here are some of the responses we get from them:

“I realized that though mahirap siya but as a teacher it's a challenge kasi, so you have to embrace the challenge, kasi how you are going to grow up or to grow if hindi mo siya I a accept ang challenge and then I realized also that kahit gaano man kahirap as long as you love your job and then so be it.” – P1

“I realized that though mahirap siya but as a teacher it's a challenge kasi, so you have to embrace the challenge, kasi how you are going to grow up or to grow if hindi mo siya I a accept ang challenge and then I realized also that kahit gaano man kahirap as long as you love your job and then so be it.” – P1

“It's hard, it's very though, it's very difficult but if you have the passion to teach your students if you have the willingness to teach your students and you enjoy what you are doing and then it's a fulfillment.” – P5

Teachers may not have been able to appreciate this learning process due to the Pandemic's stress. It may have been a rewarding and challenging experience for some. Still, it could also have been a frustrating opportunity for Physical education teachers who were under pressure to learn something new in a short amount of time (Shneschike, 2020). Teachers were more stressed than students, but they dealt with it more effectively; teachers utilized more useful coping methods when external factors were predicted to be impediments to distant teaching (Klapproth, Federkeil, Heinschke, & Jungmann, 2020).

Adaptation is a Must

Adaptation was our kind of mutation. Another insight that respondents have was that to continue in the profession; we must adapt to what is a trend or new because we are moving forward and not backward. Everything is learnable, and we shouldn't prevent or stop ourselves from learning something new just because we are used to the traditional way of teaching and learning process.

"Although naglsud ko aning online class because I don't know how to manipulate the system pero matun an rman gyud sya." – P3

"Although I do have difficulty in the onlines class it is because I don't know how to manipulate the system but this is manageable to learn." – P3

"The insight that I had in me with this new normal is we really have to continue our education despite of the challenges, despite of the crisis situation that we are in." -P1

The result conforms to Nurfaidah (2017) that physical education teachers need to understand and think about the outcomes of their activities to easy adopt the changes in the new modality. Aside from teacher's interest, the teachers may possess professional skills to cope smoothly and provide high-quality service to students. Similarly, the findings are parallel to the study of Vaganova, Korostelev, Smirnova, Abramova, and Dolmatov (2019) that in order to adopt the new trend of teaching, teachers' professionalism was also considered a requirements in as a high degree of competency because quality of student training is dependent on it.

It's Okay to deal with it

The respondent's response to the usage of pure Internet, particularly in physical education, was not very encouraging. Thus, the respondents support the idea of employing a mixed teaching method that includes face-to-face instruction and the usage of a learning management system (LMS). The respondents highlighted the relevance of skills, mainly if they teach the fundamental steps of folk dances, just steps, and sporting abilities that students require to be adequately guided by their teachers.

"We would still prefer to have this face-to-face learning modality but this modality online teaching natin pwede syang pang ano pang blended learning talaga. Isabay sya sa face to face not totally on the online part lang but mayroon face to face pa rin since physical education is kailangan ng performance kailangan mong Makita" – P5

"We would still prefer to have this face-to-face learning modality but this modality online teaching of us we can use it like blended learning. It will be joined with the face-to-face not totally onlune part but there will be face-to-face and online since in physical education there is a need of a performance that we need to observe." – P5

This result also supports Vinod (2015), who emphasized the importance of face to face for it believe to be more to be a more effective, consistent, and well-directed way of teaching physical activities. Further, he emphasized that teacher's instruction and demonstration are more effective when students are physically watched or guided by their PE teachers.

Tiring

Teaching in the new modality is exhausting, according to the respondents. Because you need to come up with new strategies for your online class. The respondents also stated that:

*"Though the instructions are apparent in the LMS, many students find it hard to demonstrate the skill. So the respondents should prepare videos for your different classes. So if you have GPE 1, GPE 2, GPE 3, GPE and Major subject."*P2

Our respondents found it challenging to evaluate grades and provide feedback. Because the respondents were responsible for giving grades individually rather than in a group, grades will be delivered separately, but they will perform as a group. According to the responses, this is an insensitive sort of grading because you must give each of the physical education students a grade and feedback

"You have to find ways kasi talaga it's how you're going to teach the subject assigned to you and it is not very easy kay daghan dapat kaayo kag buhaton para ma attain kung gusto nimu na which is ug unsa tong naa sa syllabus or sa course outline na dapat ma achieve sa mga students." – P5

“You have to find ways really; it’s how you are going to teach the subject assigned to you and it is not very easy because there’s a lot of things you need to do in order to attain in which u will be based on what was written on the syllabus or on the course outline that the students need to achieve.” – P5

“Hago kaayo, really yes hago sya in the sense na you will look for the strategy kasi bago sya its new sa atin so hago sya you will look for a strategy that would fit doon sa teaching mo sa lesson mo a mo fit pud sya sa online class. Unlike pag face to face man gud strategy nandyan na and you already have the strategy you because you use to it na, so you already so apply muna diritso. Pero sa online kailangan mo pang e considers kaya kaha ni nila buhaton? What if buhaton ni nila basi ma disgrasya, basi maani, basi dili mao pagkabuhat so dami kang dapat e consider gyud yun.” – P4

“Its tiring, yes, it is tiring in a sense that you will look for strategy because it is new to us so it’s exhausting to look for a strategy that will fit on the lesson that you will teach online. Unlike when its face-to-face you already have the strategy because you are used to it, so you can already apply it directly. But in online you need to consider can they really do it? What if they get into accident while doing the task given or what if they did it wrong? So you really have lots of things to consider” – P4

The result confirms the proposition of Mahalires (2020) that teachers teaching during behind a computer screen was an uphill struggle for teachers, who had to adopt to learn how to adopt, redesign or revise their curricula to function almost overnight.

Also, it supports Shneschike (2020) that though teachers prepare themselves for distance learning, they also consider the safety of the students.

CONCLUDING REMARK AND IMPLICATION

Based on the result of the study, the participants’ challenges in teaching PE during COVID 19 were categorized as digital literacy, network connectivity, and assessment of learning. Further, the coping mechanism of teachers is also categorized, as patience and understanding, embracing the challenge, adapt the changes, exploration, listening, and being considerate. Lastly, the insight of the PE teachers during the Pandemic are categorized as challenging and adaptation, but as a teacher, we need to be creative and adjust based on the needs of the students. Though the education system is rapidly shifting into online classes, the respondents make the necessary preparation to still cope with all the challenges in the new modality. The participants still prefer to have face-to-face classes, especially if the respondents are teaching skills. The respondents always emphasize being more patient and understanding the students, and above all, the respondents are willing to adopt the new trend. Teaching physical education amidst the Pandemic is quite challenging since most teachers’ activities or tasks are performance-based. Thus, these challenges can be surpassed if they follow the trends and try to learn and relearn to continue progressing in the chosen career field.

Implication to Educational Practice

The researchers encourage the administrators to continue supporting teachers’ needs, such as training sessions with various technology used in physical education. These digital technologies will make online classes more appealing to students and motivate them to participate in all activities, performance tasks and exams (Sormunen, 2020). Engaging to different trainings and seminars about technology and teaching strategies that could be applied while teaching in online modality will be helpful and effective to PE teachers. It is also advised that Department of Physical Education PE teachers who are experts in Learning Management System usage continue to share their knowledge of teaching online using it. Peer coaching or group coaching will be provided, if possible, to enhance engagement in the Learning Management System. Further, teachers confronting issues when teaching in the online mode should be heard and supported by higher education institutions, college programs, and supervisors. It will serve as a guide or means to be the target that has to be addressed, based on results such as digital literacy, connection problems, and stress management training online.

The researchers agree with the respondents need more training on technology since teaching today needs to have technology acceptance (Davis, 1998). The concept of "learning, relearning, and unlearning" is becoming increasingly apparent. The online modality style of teaching presents a variety of obstacles to everyone in the education department; thus, the new modality also provides an opportunity for everyone to be open to new possibilities and try different teaching methods for personal and professional growth. The findings reveal how some respondents are well prepared for the changes and how others are attempting to cope with all the challenges in teaching physical education.

Implications to Future Researchers

Researchers should do the same research with larger sample size and a more significant number of participants in

future studies to further understand the challenges and coping mechanisms PE teachers when delivering online classes. This will help to reinforce the study's themes and identify others that this group hasn't expressed. Future studies on the challenges and coping mechanisms of PE teachers teaching online classes in region 11 may be done to expand the research base and gather information and ideas from physical education teachers in the other areas. Furthermore, this study could help develop another study that connects to the development of online, blended classes since countries and universities are slowly opening face-to-face courses.

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