

# JUNIOR HIGH SCHOOL MAPEH TEACHERS' LIVED EXPERIENCES, DIFFICULTIES AND COPING MECHANISM IN TEACHING PHYSICAL EDUCATION IN DISTANCE LEARNING

ERIC M. REYES, DENNIS N. DARAN, PhD , AILEEN M. DARAN, EdD  
eric.reyes002@deped.gov.ph  
dennisn.daran@gmail.com  
aileenm.daran@gmail.com

Laguna State Polytechnic University, 4009 Philippines

## Abstract

The COVID-19 pandemic has caused a significant shift in the educational system of the Philippines, with most schools being forced to conduct remote learning, including physical education (PE). This shift has exposed the inequality in the public school system, with some students unable to access the necessary resources for online learning. The government has implemented the Basic Education Learning Continuity Plan (BE-LCP) to address the challenges brought about by the pandemic. The plan includes multiple learning delivery modalities and aims to ensure the health, safety, and well-being of learners and teachers. The shift to online learning has been challenging for both teachers and students, but academic institutions are quickly adopting new forms of teaching pedagogy. The Philippines is one of the world's most badly affected nations by the pandemic, and despite the government's efforts, the number of infected persons continues to rise.

The study investigates the experiences of Junior High School Teachers in teaching Physical Education during distance learning. The study aims to answer three main questions related to the difficulties and challenges faced by the participants during online class teaching, the utilization of tools during online/modular classes, and how physical education teachers cope with the problems encountered. This investigation used qualitative research design. Among the several types for conducting qualitative research, the researcher considered phenomenological study with transcendental phenomenology as a methodological approach.

The phenomenology was used to define the organizational patterns of experiences gathered to develop a greater comprehension of any certain phenomenon (Cigdemoglu, et.al, 2011). The study included qualitative research methodologies. To quantify and characterize the severity or level of previously reported issues with teaching MAPEH, the researcher used the descriptive research approach in this study in a remote learning as experienced by the participants. The researcher conducted an informal interview and observation on the participants who were employed as teachers in junior high school in the Division of Sta. Rosa City. All MAPEH Teachers (both major and non-majors) served as the respondents of the study.

The study found that physical education teachers encountered difficulties in distance learning, such as technological issues, lack of equipment, and challenges in assessing students' performance remotely. However, they have adopted new strategies and utilized various online tools to overcome these challenges, such as Google Meet and interactive whiteboards. Teachers also employ different strategies such as localization, differentiated learning, and prioritizing student engagement to enhance the learning process. Teachers seek technical support, engage in self-care, and reflect on their experiences to manage the challenges of distance teaching.

Provide specialized training and resources to physical education teachers to effectively deliver instruction in an online environment. Experiment with new electronic tools and platforms and assess their efficacy to improve student engagement and the learning process. Create engaging and tailored online lessons that prioritize student involvement, connect, and communicate with students through various channels, and continuously reflect on and improve teaching strategies to enhance teaching effectiveness and student learning outcomes.

**Keywords:** phenomenology, remote learning

## Background of the study

During the pandemic in the Philippines, the sudden shift to online learning and different teaching modalities came as a surprise to public school teachers who were used to traditional face-to-face classes. This presented a challenge, as teachers had to ensure they had a stable internet connection to communicate with students and conduct classes effectively.

The researcher believes that studying the experiences of select junior high school physical education teachers in the Division of Santa Rosa City in teaching physical education in a distance learning setting can benefit teachers, school administrators, and curriculum planners in enhancing the quality of physical education delivery in the Philippines. The Division of Santa Rosa City has eight junior high schools, and the study will involve one respondent from each school who taught an online class during the pandemic. The study is a response to the "new normal educational policy" implemented to address the challenges of the pandemic, which allows teachers to work from home using information and communication technologies. The policy includes the use of learning websites, TV shows, videos, and online channels to support students' educational needs.

The Philippines is adapting to the new normal of education, with the Department of Education creating a task force and developing a learning website called DepEd Commons in response to the COVID-19 pandemic. The website is accessible to public and private schools and seeks to improve education anytime, anywhere. COVID-19 has disrupted life globally, forcing the closure of schools and industries, and health procedures have been implemented in the Philippines to minimize viral transmission's spread. In response to the pandemic, the Philippines implemented distance learning to continue education, affecting 28 million students. Educators had to adapt to new teaching methods. A research study suggests that transitional teaching strategies during the Covid-19 pandemic should consider

available resources, cultural support, and the capacity of the education system's players to handle the complexity. Online physical education practical courses have presented challenges due to the subject's unique nature.

The lack of connection between students and educators in a virtual classroom setting has made student involvement challenging according to Peyton (2020). The pandemic has forced teachers to come up with new strategies for teaching, which has led to a greater appreciation for online education. A study is being conducted to identify the benefits and drawbacks of online and modular physical education through descriptions of experiences from select junior high school MAPEH teachers in the Division of Santa Rosa City. The information gathered can help improve virtual physical education.

## **Theoretical Framework**

Jerome Bruner's Three-Tiered Model of Learning is a learning theory that focuses on the relevance and interconnectedness of instructional development and learning. It suggests that different ways of thinking, or representation, are important at different ages. In contrast, Piaget's theory emphasizes sequential development through various stages. According to Bruner, there are three modes of thinking: the enactive mode (used in the first 18 months), the iconic mode (developed from 18 months), and the symbolic mode (from 6-7 years onwards) (Research for Teachers, 2013).

These claims and studies highlight the significant role of instructional materials preparation and development in the teaching and learning process. Teachers in all disciplines, especially those teaching MAPEH are encouraged to consider not only their acquired teaching skills but also appropriate theoretical foundations. Consequently, this study aligns its objectives with such considerations. Given the pressing problem of existing (or lacking) instructional materials for MAPEH teachers, the study is associated with the constructivist approach. Learning theories like Edgar Dale's Cone of Experience and Bruner's Three-Tier Model of Learning are particularly relevant to the study. Additionally, since MAPEH is a skills-based subject where students are expected to perform specific tasks, Experiential Learning

Theory is also connected to the study. Experiential Learning Theory (ELT) provides a comprehensive model of the learning process and adult development, emphasizing the central role of experience in learning (Mainemelis, 2008). It is suggested that learners construct their own learning, like creating different figures and forms out of Lego blocks. Therefore, teachers should provide appropriate materials to ensure quality learning.

Another notable theory is Edgar Dale's Cone of Experience, which presents a hierarchy of learning methods. According to Dale's research, the least effective method involves learning from verbal symbols, such as listening to spoken words, at the top of the cone. The most effective methods, at the bottom of the cone, involve direct and purposeful learning experiences, such as hands-on or field experiences. These direct experiences represent reality or closely resemble everyday life. Dale's theory emphasizes the importance of involving students in the instructional process to strengthen knowledge retention. It reveals that "action-learning" techniques can result in up to 90% retention. Furthermore, people learn best when they engage with perceptual learning styles that are sensory based. The more sensory channels available for interacting with a resource, the greater the chances that many students can learn from it.

## **Statement of the Problem**

The study aims to determine the lived experiences of Junior High School Teachers in teaching Physical Education in the distance learning.

The study specifically aimed to respond to the following questions.:

1. How do the junior high school MAPEH teachers described their lived experiences and difficulties in teaching physical education?
2. How do the junior high school MAPEH teachers described their lived experiences and difficulties in using online tools in teaching physical education?
3. How do junior high school MAPEH teachers described their coping mechanism in distance learning and using online teaching in physical education?

## REVIEW OF RELATED LITERATURE

This chapter is composed of discussions of facts and principles to which the present study is related.

To create a population that is healthy and aware, the 1987 Philippine Constitution placed a strong emphasis on the government's obligation to support league competitions, amateur sports, including training for international competitions, physical education and sports programs, and self-discipline programs. It is simpler to perform other hobbies and housekeeping while studying will take place at home.

More so, many students can get things done in a safe and relaxing environment.

Distance learning, in conjunction with emerging computer technologies, has held many promises for the field of education. In practice, however, the combination frequently falls short of its goals. Some of the shortcomings are due to technological issues, while others are related to administration, instructional methods, or students. Despite the issues, many users prefer technologies such as compressed video, which is expected to grow in the future. This paper will look at some of the most recent research and ideas on the promises, problems, and future possibilities of modern distance learning, particularly those delivered electronically.

Before delving into the topic of distance learning, we must first examine how the term has been defined in the past and how it is currently defined in the literature. The term can be applied to a variety of instructional situations. Although it is considered a new term, distance learning has been around for well over a century. Correspondence courses, which began in Europe, were one of the earliest forms of distance learning. This remained the primary method of distance education until the middle of the twentieth century, when instructional radio and television became more popular (Imel, 1996). The definition of distance learning has evolved alongside technological advancements.

Flexibility has been a focus of attention and effort in the field of education for decades. Learning flexibility, which emphasizes student choice, has been identified as one key to improving education quality and meeting the diverse needs of students. It is frequently used interchangeably with the terms 'open learning,' 'distance learning,' and 'e-learning.' Li, K. C., & Wong, B. Y. Y. (2018). With the increased use of information and communication technologies in the field of education, flexible learning has become particularly closely associated with e-learning and is sometimes considered the essence of the term. Because the term's ambiguity may be counterproductive in discussions of flexible learning, a systematic review of the relevant literature is desperately needed to put the meanings of the term in context. This paper offers a critical examination of the literature on flexible learning. The evolution of the term "flexible

learning" and its application are summarized. The term 'flexible learning' is redefined in this paper to clarify its relationship with relevant terms and to propose a system of its dimensions. Cartier, L. C. (2014).

Flexible learning is a broad term with different interpretations (Müller et al 2021). Flexible Learning is the design and delivery of programs, courses, and learning interventions that address learners' unique needs in terms of place, pace, process, and products of learning. With flexible learning, students gain access and flexibility regarding at least one of the following dimensions: time, place, pace, learning style, content, assessment or learning path. Zurich University of Applied Sciences (ZHAW) has launched a new flexible learning study format called FLEX, a blended learning design allowing students to be more flexible as to when and where they study. It reduces classroom learning time, replacing some of it with an e-learning environment for self-study that includes instructional videos. In a pilot phase, we conducted a semi-experimental study on the learning effectiveness of FLEX. Students' perceptions of the new study format FLEX were found to be positive. In addition, the final test results of students in the FLEX program were like those of other students, despite classroom learning time was reduced by about half (Müller et al.2021,).

Despite several shifts in the direction of physical education in the Philippine educational system, it is still part of the elementary, secondary, and tertiary school curricula. The 1987 Philippine Constitution's Article XIV, Section 19, which stated that "the State shall promote physical education and encourage sports programs, league competition, and amateur sports, including training for an international competition to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry," required physical education to be taught in all schools, regardless of level. (Philippine Constitution, 1987; & Bulaklak,2021).

The following analysis of the literature highlights the areas where there are still questions concerning how instructors' experiences affect the quality of e-learning and teaching, as well as the benefits and drawbacks of online training. When teaching online, professors may run across a few difficulties. Resistance to offering online classes is one difficulty. Faculty have a love-hate relationship with online teaching and learning: They don't want to do it but believe they would be better instructors if they did, according to a key result of the 2017 Edu cause survey of faculty information and technology. (Pomerantz & Brooks, 2017). Additionally, only 9% of 13,541 poll participants from Edu because said they prefer to teach online. (Pomerantz & Brooks, 2017). The Pomerantz and Brooks study was conducted in 37 states and 7 countries.

Faculty uncertainty about online education is influenced by several factors. According to Barr and Miller (2013), It can be difficult for some teachers to adapt to a new instructional form. cite the fact that, particularly if they never took an online course themselves as students, college professors may lack examples of what constitutes excellent online teaching because they frequently teach as they were taught. Teachers may be compelled to abandon the teacher-centered lectures that predominate in in- person instruction. Asynchronous or synchronous webinars, digital simulations, and other teaching technologies, as well as interactive and engaging lesson implementation via discussion board assignments, are examples of the transition from lectures to student-centered instructional approaches. Since online training emphasizes the use of student-centered pedagogies, teachers who are more accustomed to teacher-centered approaches may find it difficult to make the change. (Alexiou-Ray & Bentley, 2015).

Moreover, McCormack (2015) Furthermore, the 2017 Edu cause faculty poll revealed that most professors who did not offer online courses "strongly believed that online learning enhances students'

learning." (Pomerantz & Brooks, 2017). These findings demonstrate the need for greater dissemination of academic research on online student learning as well as illustrations of well-designed courses to improve the caliber of online pedagogy and instruction. Online Faculty Teaching Experiences Journal of Effective Teaching in Higher Education, vol. 3, no. 1 52 (Pomerantz & Brooks, 2017; Sibley & Whitaker, 2015). Despite the difficulties of teaching online, college and university teachers who use e-learning may reap major advantages. Online professors can simultaneously evaluate their teaching methods and course design by giving frequent, prompt, and constructive feedback on students' work and engaging communicative tools like discussion boards. (Alexiou Ray & Bentley, 2015). As a result, more reflective thinking may promote academic curiosity, professional success, and improved instructor involvement in teaching and learning. Second, there are various financial and time incentives available to teachers when teaching online. Additionally, Sibley and Whitaker (2015) assert that some institutions of higher learning deal with opposition to online instruction by providing financial incentives, such as paid professional development and additional funding to teach online courses, to draw in more online professors. As a result, when faculty switch to instructing in the online classroom, they could experience both internal incentives like more schedule flexibility and extrinsic rewards like monetary remuneration.

While there is growing literature on the efforts that nations around the world are making to use online learning and other transitional strategies as a means of remedial learning (Morgan, 2020), most of it focuses on the status and difficulties of transitional pedagogies based on policy reviews and surveys. Education must continue, thus the DepEd regularly oversees each school's operations to uphold the agency's constitutional responsibilities to teach every student through effective resource procurement procedures (Hernandez, Laura 2021). Nowadays, distance education may seem quite important, especially to students who are unable to attend class in person. As a result, this important issue raises questions about how technology is used inappropriately, student attitudes, and instructor bullying (Asio, 2021).

## **Research Methodology**

The research design, study participants, sample procedures, research tools, and statistical analysis are all presented in this chapter.

### **Research Design**

This investigation used the qualitative research design. Among the several types for conducting qualitative research, the researcher considered the phenomenological study with the transcendental phenomenology as a methodological approach. The phenomenology was used to define the organizational patterns of experiences gathered to develop a greater comprehension of any certain phenomenon (Cigdemoglu, et.al, 2011).

The study included qualitative research methodologies. To quantify and characterize the severity or level of previously reported issues with teaching MAPEH, the researcher used the descriptive research approach in this study in a remote learning as experienced by the participants.

The researcher conducted an informal interview and observation on the participants who were employed as teachers in junior high school in the Division of Sta. Rosa City. All MAPEH Teachers (both major and non-majors) served as the respondents of the study.

## **Sampling Technique**

Purposive sampling was used by the researcher to choose MAPEH teachers as study respondents. The study also demonstrates that, while convenience sampling can be utilized in both qualitative and quantitative research, it is most usually employed in the latter, whereas purposive sampling is more frequently employed in the former. (Ilker Etikan, et al,2021). When the study's variables are quantitative in nature, neither the convenience sampling method nor the research itself can be used with the purposeful sampling methodology. As a result, the type and purpose of the study will determine the technique to be employed. The researcher carefully selected the elements from the population who served as representative or informative about the topic (Sarzosso et al.2021). Participants must be familiar with or have firsthand experience with the phenomenon of interest.

## **Participants of the Study**

The study involved eight MAPEH teachers from a junior high school in the Santa Rosa City division, who were assigned code names to ensure their anonymity. The researcher conducting the study was also a MAPEH teacher, and as per Moustakas (1994), the qualitative researcher is a participant in the research. When a person's traits are revealed in research reports, they become identifiable, which is known as deductive disclosure or internal confidentiality (Tolich, 2004; Sieber, 1992). For instance, if a researcher mentions the school district, someone familiar with it could identify individual teachers based on their age, gender, and tenure. This poses a significant risk to qualitative researchers who provide rich descriptions of study participants. Therefore, protecting the participants' identities becomes a challenge for qualitative researchers, who must balance their need to present accurate accounts of social realities with the obligation to safeguard the participants' confidentiality.

## **Ethical Consideration**

A phone call and e-mail were employed to each participant so they can fully understand each aspect of the study before they agreed to participate.

The authors of different literature and different studies that has been used in making different parts of the research had given a proper citation.

Informed and willing consent was ideal. As noted in the book of (Appelbaum, 2001) privacy denotes the freedom of an individual to select the time, extent, and general circumstances under which private information can be shared with or withheld from others. As a result, the study was able to verify that the participants had signed their consent forms, indicating that they were willing to take part in the study. All possible measures were taken to protect subjects from potential physical, psychological, or social damage during the research and after the circulation of the results. All efforts were taken to reduce ethical breaches regarding this study.

## **Coding**

Qualitative data is defined as any non-numerical and unstructured data used to provide an understanding of the study (Medelyan, 2020) mentioned that the good quality of qualitative research is based on proper coding. Coding is the process of identifying concepts from the collected qualitative data and is used to aid the researcher in understanding the perspectives of the participants' experiences.

The codes were extracted from the responses of MAPEH teacher's participants that emerged in the interview questions. It was done manually, and it aimed to organize, extract, isolate, or identify emergent themes in the data. This is a critical phase of explicating the data that leads to the essence of the phenomenon.

In this study, coding allows the data to be broken into manageable parts, and thus able to be clustered for meaning to gather exhaustive descriptions of the experiences of the participants in facilitating Modular Distance Learning modality and Online class modality.

#### Treatment for Qualitative Data

The seven-step data-analysis process developed by Colaizzi was used. (Shosha, 2012). To get a feel of the overall substance, each transcript was read several times. Significant statements relating to the phenomenon under research were taken out of each transcript. These comments were written down on a different sheet, identifying the relevant pages and lines. These important statements are then used to create meaning. After that, categories, sub-themes, and themes were created from the formulated meanings. An in-depth description of the phenomenon under research was created using the study's findings. The phenomenon's basic composition was described. The research participants' experiences were compared to the researcher's descriptive data as a final step in validating the findings. The mean of the survey results among the teacher participants was computed by the researchers as part of their data analysis. The difficulty level of the tasks encountered in the remote teaching setup were determined and categorized using the following scale.

The process of analyzing phenomenological data required the researcher to follow a rigorous systematic procedure. However, before the process can begin, all preconceived ideas and judgments about the phenomenon must be set aside, which is referred to as epoch (Bednall, 2006). The epoch requires the researcher to set aside personal bias and preconceived ideas to describe a phenomenon in terms of its meaning. According to Moustakas (1994), one way to understanding a phenomenon is to use a data analysis approach that allows for the development of themes, expressive categories, patterns, or innovative ideas using the phenomenological data analysis method.

This study applied Moustakas' modified Stevick-Colaizzi-Keen method for analyzing phenomenological data (1994) and cited in the work of Chun (2013). In this approach, the researcher's own data were examined first. This approach required that the researcher have firsthand knowledge of the phenomenon. Its goal is to describe and explain how people experience a phenomenon.

The first step started with the researcher's epoche. During this process, the researcher viewed all data with a fresh set of eyes by revealing all biases as it related to the phenomenon of personalized instruction (Moustakas, 1994). Next, the researcher started the process of transcendental-phenomenological reduction. During this process, the researcher considered the phenomenon from the different perspectives of the participants by considering each participant's described statements (Moustakas, 1994).

Likewise, the researcher recorded all relevant statements and began the process of segmenting invariant horizons by looking for non-repetitive statements. The invariant meaning units were organized into themes by the researcher. The invariant meaning units and themes were then merged by the researcher, leading to a literary description of the experience that included precise quotes from the participants. The next step in this process included imaginative variation which the researcher used the textual descriptions to construct a structural description of the experience. This process was repeated for

each participant until saturation was reached. Finally, the researcher combined the textual-structural descriptions into an overall description that represented the essence of the experience for the entire group of participants that answered the study's research questions.

### **Comparative Analysis**

In qualitative data analysis, understanding the meanings and values that people attach in actual situations—with unique and personal viewpoints playing a significant role in the overall picture—replaces the primary focus on quantifying facts. But the data produced by these procedures needs to be thoroughly and methodically analyzed. To make sure that the proposed analysis processes are consistent with the overall philosophy and meet the study's evaluative criteria, it is crucial to think about how data will be analyzed throughout the research project's design phase. A systematic and organized strategy is necessary for the successful analysis and presentation of qualitative data so that complicated data that originate from various sources can be compiled and presented. Hewitt-Taylor J (2001)

#### **Theoretical Saturation**

Because it differs throughout investigations, saturation is a challenging notion to define (Fusch & Ness, 2015). Many academics define saturation as the number of participants, but a good framework for saturation is data that is both thick in quantity and rich in quality (Dibley, 2011). It serves as a standard for judging a data set's reliability. Data triangulation and data saturation are directly related; the one (data triangulation) guarantees the other (data saturation). Data saturation only occurs when there is sufficient data to allow for the replication of the study, when it is no longer possible to gather new information, and when further coding is not possible (O'Reilly & Parker, 2012; Walker, 2012). (Guest et al., 2006). Rich and detailed data descriptions acquired using appropriate data gathering techniques.

Data triangulation is a technique to reach data saturation, to put it another way. In this study, the researcher determined the point of data saturation once the data has been analyzed and accumulated the themes from the responses of the participants.

### **Trustworthiness**

A qualitative study's credibility, transferability, dependability, and confirmability were all established by its trustworthiness. Apparently, Anney (2014), A qualitative study's credibility should provide evidence for the significance of its findings. The researcher disregarded all preconceived notions about the phenomenon (epoche) and used the bracketing procedure to avoid making personal judgments throughout the entirety of the study to ensure the validity of the data and results. Each participant received a copy of the transcriptions to verify and corroborate their mutually shared experiences. The researcher checked the results of the interview with some of the experienced MAPEH teachers and MAPEH Coordinators in order to authenticate the research. use the respondents. Additionally, certain experts for the files of the taped interview to clarify the data. The researcher was able to produce a study with clear and insightful results because to this procedure. The data was verified by the researcher using responses from other researchers. With the assistance of another researcher, the researchers can cooperate during this procedure and learn more about the data. Through these procedures, the researcher ensures the validity of the research's data.

## **Credibility**

To ensure that the data were rich, the researcher chose the most suitable sample size. Then, the research instrument was also validated by the MAPEH Coordinator and Key Teacher. After compiling all the interview-related data, the researcher and co-researchers verbatim transcribed the interviews to fully comprehend and validate the data. According to the paper authored by Cope, Diane G., this checking approach was compliant with conformability, which indicates that the data accurately represent the information that the participants provided and the interpretations of those data are not the researcher's invention (2014). The researcher respected the ideas and answers of the participants by only transcribing their answers and let the professional language editor fix all aspects of grammar, and still keeping the thought of the message.

Additionally, to increase the credibility of this study, each of the themes drawn from participant replies was backed by justifications and relevant material from earlier studies and literature that had been done, published, or both. Authors of different literatures were cited based on the research ethical considerations. This research are the supporting details on some of the facts, information, and findings resulted from the interviews and focal group discussions with the participants.

Originality is one of the most important criteria for a successful thesis. According to Greifeneder et al, (2014). The researcher also ensured that the variables are on the prime objectives of the study and suited to explore lived experiences of junior high school MAPEH teachers in teaching physical education in distance learning, teachers who are facilitating the Modular Distance Learning modality. The researcher also sought to divulge the realities which have not been found by the previous research. The researcher believed that this study demonstrated originality because it was conducted in a different context, different participants, and the different purpose of the study in response to an unexpected event such as COVID-19 pandemic.

## **Reflexivity Statement**

This study argues the argument for the inclusion of a reflexive account to improve the rigor of the research process and demonstrates how the idea of reflexivity has evolved along with advances in qualitative research. The reflexive method enhanced data dependability, as demonstrated by qualitative research (Jootun & McGhee, 2009). Understanding the phenomenon being studied and the researcher's role is greatly aided by reflexivity. It is important to be clear about the interaction and impact of the researcher and participants. That's why for sure we all knew that every Junior High School in the Division of Sta. Rosa City has their own different ways of approach and styles in teaching that's why for sure they have different answers for each question.

## **Research Instrument**

As a researcher, obtaining permission from the relevant authorities is an essential aspect of conducting research ethically and responsibly. In this case, before conducting the interview, the researcher took the necessary steps to seek permission from the Schools Division Superintendent (SDS) of Sta. Rosa City and the Education Program Supervisor. This ensured that the researcher was adhering to the proper protocol and that the study was being conducted with the appropriate approval.

Once the SDS had given approval, the researcher proceeded to write a letter of request addressed to the principal of all junior high schools in the Division of Sta. Rosa City. The letter requested that the concerned MAPEH teachers in grade 10 levels who had taught an online class be permitted to participate in the study

as participants. By specifying the criteria for participation, the researcher ensured that the sample group was relevant and appropriate for the study.

The researcher used face-to-face interview. Questions were sent in advance personally brought to each Junior High School Division of Sta. Rosa City. Each participant was given considerable time and was asked to complete the form at their most convenient time. The method allowed both interviewers and respondents to select suitable interview times. It provided time to consider questions and responses and eliminated the need for transcription. The material was literally encoded, tallied, and examined.

**Table 1. Overall Experiences and Difficulties of Teaching Physical Education through Distance Learning**

Identified Themes	Description
<b>Challenges of Distance Learning</b>	The challenges faced during distance learning include technological issues, lack of appropriate gadgets, internet connectivity, unfamiliarity with various applications, limited exercise conditions at home, difficulty in implementing regular teaching plans, burnout due to the guidance of parents, lack of sources to process learning experience, and procrastination in submitting outputs.
<b>Innovations in Teaching and Learning</b>	The strategies adopted by the interviewees to improve their teaching methods include attending webinars and seminars, exploring various applications, improvising materials, developing alternative strategies to implement physical education during the pandemic, and allowing students to record their performance after class.
<b>Challenges in Assessing Students' Performance</b>	The interviewees found it challenging to assess students' performance remotely, especially when physical education requires specific venues and environments that are often impractical to achieve during distance learning. Difficulties in grading students arise since there is a need for more practical tests, and students may not have access to sports equipment or dedicated space to engage in physical activities.
<b>Student Motivation and Engagement</b>	The interviewees discussed how to motivate and engage students in physical activities while being at home. They suggest designing lessons that cater to students' interests and abilities, providing regular feedback and support, giving clear instructions and guidance on how to perform physical activities safely, and monitoring students' progress regularly.

**Table 2. Experiences and Difficulties of Using Online Teaching Tools in Physical Education**

Themes	Description
<b>Training and Professional Development</b>	Teachers received training and professional development opportunities such as workshops, webinars, and conferences to improve their skills in teaching distance learning.

Themes	Description
<b>Technology and Tools</b>	Teachers used technology and tools such as Google Meet, Google Classroom, Kahoot, quizzes, video lessons, and online apps/websites to deliver lessons and assess students' learning outcomes.
<b>Strategies</b>	Teachers employed different strategies such as reflective and constructive methods, localization, and modification of instructional materials, and differentiated learning to enhance the learning process.
<b>Challenges</b>	Teachers encountered several challenges such as low levels of student participation, inconsistent internet connection, and difficulty in correcting students' execution.
<b>Student Engagement</b>	Teachers focused on creating a positive and inclusive online learning environment, motivating students to participate in physical activities at home, and providing regular feedback and support to ensure student engagement and participation.

**Table 3. Coping Mechanisms of Physical Education Teachers**

Themes	Description
<b>Technical skills and support</b>	The need for technical skills and support to cope with distance learning, attending seminars, trainings, and seeking help from colleagues and administration to learn and adapt to different online platforms and tools. Also, considering the learners' situation in dealing with technicalities.
<b>Adjustment and modification</b>	The need for adjustment and modification in teaching approach and curriculum to fit the needs of students in distance learning. The need to explore and continuously learn to improve teaching methods.
<b>Coping with stress and challenges</b>	The unique challenges and stressors that come with teaching physical education through distance learning. Implementing strategies such as self-care, seeking medical attention, and support from different sources to manage stress and ensure successful teaching.
<b>Communication and connection</b>	The importance of communication and connection with students in distance learning. Using different communication platforms like text messages and seeking help from advisers and supervisors to contact students who have no internet connection.
<b>Reflection and improvement</b>	The importance of reflecting on experiences and continuously learning and improving teaching methods in distance learning. Exploring different platforms and resources to improve teaching strategies.

## Conclusion

After conducting the research study and carefully analyzing the data using statistical treatment, several important conclusions were drawn.

It was evident that distance learning posed significant challenges for physical education teachers. However, these dedicated educators showcased their resourcefulness and adaptability in overcoming these obstacles. Through their creativity, flexibility, and effective utilization of digital technologies, they found innovative ways to deliver physical education instruction in a remote setting. Despite the difficulties, the teachers demonstrated a remarkable ability to adapt and ensure continued learning for their students.

Physical education teachers successfully addressed the problems associated with online tools in distant learning. They employed various strategies and techniques to enhance their technological proficiency and improve their teaching methods. By harnessing the power of technology, these educators were able to create engaging and interactive virtual environments that facilitated effective learning experiences. Moreover, they prioritized strong student engagement and interaction to mitigate the limitations of remote learning. Through their dedication and commitment, they fostered meaningful connections with their students, ensuring that the learning process remained robust and interactive.

The teachers of physical education adopted a range of strategies to discuss the challenges posed by distant learning. Recognizing the importance of technical support, they sought assistance from administrators and IT professionals to navigate any technological issues that arose. Additionally, these educators placed a strong emphasis on student involvement, actively encouraging their students to participate and take ownership of their learning. They utilized various methods to promote student engagement, including interactive activities, virtual discussions, and collaborative projects. Furthermore, these teachers recognized the significance of their own wellbeing and implemented self-care practices to manage the demands of distant teaching effectively. By prioritizing their personal health and balance, they ensured they were equipped to deliver high-quality instruction and support to their students.

The research study highlighted the resilience, adaptability, and dedication of physical education teachers in the face of the challenges posed by distant learning. These educators utilized their creativity, embraced technology, and fostered strong student engagement to ensure a successful learning experience. They also recognized the importance of seeking technical support, promoting student involvement, and prioritizing personal wellbeing. Through their unwavering commitment, these teachers have not only navigated the difficulties of distant learning but have also paved the way for innovative and effective approaches to physical education instruction in a virtual setting.

## Recommendations

Based on the conclusions derived from the study, the following recommendations can be made:

1. Teachers need specialized training and support that covers technology use, creating resources, and coming up with new tactics to overcome the difficulties of distant learning in physical education. The provision of necessary resources and assistance to physical education teachers, so

they can deliver quality instruction in an online environment, should be a top priority for school administrators and lawmakers.

2. To improve student engagement and the learning process, physical education teachers should keep experimenting with new electronic tools and platforms. To make sure that they are in line with the requirements and interests of the students, it is advised that teachers assess the efficacy of the tools and tactics used.
3. By creating engaging, pertinent, and tailored to students' interests and needs online lessons, teachers may prioritize student involvement. They should employ a variety of techniques to improve the learning process, such as constructive and reflective methods, localization, and alterations to the teaching materials.
4. Through numerous channels, including email, chat, and discussion forums, teachers should place a priority on connecting with and communicating with their students. To foster a feeling of community and raise student involvement, they should also think about giving students the chance to cooperate and communicate with one another.
5. To improve teaching effectiveness and student learning results, teachers should reflect on their experiences and constantly learn from and improve their approaches. This can be done by taking advantage of professional development opportunities, working with other teachers, and getting student input.

In conclusion, the study recommends physical education teachers prioritize student involvement, learn, and continuously improve their teaching strategies to increase teaching effectiveness and student learning outcomes and receive assistance and training to handle the difficulties of distance learning.

### **Acknowledgment**

The researcher would like to extend his deepest gratitude to all the people behind his back who made this research possible.

To the Almighty God, for giving his so much courage, strength, knowledge, patience, and the people who helped his through this research.

Mario R. Briones, Ed. D, the Laguna State Polytechnic University President, for his words of wisdom that serve as an inspiration to the researchers to strive for excellence in every aspect of life.

Rosario G. Catapang, Ph. D., the Dean of College of Teacher Education and GSAR for supporting and approving this research.

Liza A. Bartolome, Ed.D., for giving suggestions and directions regarding the organization of the research content.

Vilma M. Geronimo, Ph.D., for being worthwhile, kind, and respectful technical expert for her advanced research work and for giving great consideration for him to settle things in proper order and management in accomplishing his study.

Evelyn Sunico, Ph.D., his statistician, for his unwavering support in revising his manuscript.

Dennis N. Daran, Ph.D., for the strong motivation and encouragement for him to finish his study.

Aileen M. Daran, Ed.D., the English language grammar critique and who encourage him to keep moving forward in improving and developing his profession.

Benny B. Juacalla, Ph.D., your unwavering dedication to your field and your selfless willingness to share your knowledge and expertise have made a significant impact to this study.

To all the wonderful persons whose names were not mentioned but in one way or another has helped him toward the success of this study.

## References

- Ali, N., & Khalid, M. (2020). Teacher's self-care strategies during COVID-19 outbreak. *Journal of Education and Educational Development*, 7(2), 176-192. doi:10.22555/joeed.v7i2.3451
- Beca, J. P., Esteves, M., Torres, J. C., Rocha, J. A., & Costa, V. (2021). The impact of COVID-19 on teachers' anxiety: The moderating role of mindfulness, wellbeing, and resilience. *Journal of Educational Research and Innovation*, 15, 173-187. doi:10.46661/jeri.2021.15.15
- Shaukat, M. Z., Cao, Y., Ajjan, H., & Hong, P. (2020). Teacher immediacy and student learning in synchronous online classrooms. *Distance Education*, 41(1), 32-48. <https://doi.org/10.1080/01587919.2020.1720885>
- Chen, P., Mao, L., Nassis, G. P., Harmer, P., Ainsworth, B. E., & Li, F. (2020). Returning Chinese school-aged children and adolescents to physical activity in the wake of COVID-19: Actions and precautions. *Journal of Sport and Health Science*, 9(4), 322-324.
- Chen, W., & Wang, J. (2020). A research on teaching strategies for online physical education during the COVID-19 epidemic. *Advances in Social Science, Education and Humanities Research*, 487, 71-74. <https://doi.org/10.2991/assehr.k.200709.014>
- Chen, W., Liu, Y., & Peng, Y. (2020). Effects of physical education courses based on online video platforms on college students' physical fitness and health. *Journal of Xinyu University*, 33(5), 120-126.
- Foulkes, J. D., Knowles, Z. R., Fairclough, S. J., & Stratton, G. (2020). Online physical education during school closures caused by COVID-19: Efficacy and wellbeing in young people. *British Journal of Sports Medicine*, 54(11), 648-649.
- Gallicchio, G., Mulligan, N., & Johnson, J. E. (2021). Adaptation and implementation of distance learning in K-12 physical education programs during the COVID-19 pandemic. *Journal of Physical Education, Recreation & Dance*, 92(3), 45-51.
- Ghaffarzadegan, N. (2020). COVID-19 and Physical Education. *Human Movement*, 21(2), 70-76.
- González-García, F. J., Castejón-Oliva, F. J., & Pérez-Sánchez, B. (2021). Teacher competencies in the transition to online education: A systematic review. *Education Sciences*, 11(1), 1-20. doi:10.3390/educsci11010033
- Guo, X., & Li, J. (2020). Research on the application of virtual reality technology in college physical education. *International Journal of Emerging Technologies in Learning*, 15(7), 114-127.
- Hammami, A., Harrabi, B., Mohr, M., & Krstrup, P. (2020). Physical activity and coronavirus disease 2019 (COVID-19): specific recommendations for home-based physical training. *Managing Sport and Leisure*, 1-6.
- Hrastinski, S., Keller, C., & Carlsson, S. A. (2020). Designing for distance learning: How to plan for post-pandemic teaching and learning. *EDUCAUSE Review*, 55(3). <https://er.educause.edu/articles/2020/5/designing-for-distance-learning-how-to-plan-for-post-pandemic-teaching-and-learning>
- Johnson, T. G., Hall, T., Rutherford, W., & Kulinna, P. (2020). Preservice and in-service teacher perceptions of distance learning in physical education. *Journal of Teaching in Physical Education*, 39(4), 444-

453. <https://doi.org/10.1123/jtpe.2019-0266>
- Kinchin, I. M., Haines, C., & Lin, C. (2018). Reflective practice in teaching: Is there evidence of improvement in student learning? *Teaching and Teacher Education*, 69, 226-237. doi:10.1016/j.tate.2017.10.010
- Kılıç, S., Kılıç, A. Ö., Ayan, F. T., & Aşçı, F. H. (2021). Distance learning in physical education during the COVID-19 pandemic: A case study. *Journal of Education and Practice*, 12(16), 138-147.
- Koca, C., Oğuz, D., & Demirhan, G. (2021). Effects of an online physical education program on student motivation and engagement during the COVID-19 pandemic. *Journal of Human Kinetics*, 78(1), 259-268. <https://doi.org/10.2478/hukin-2021-0109>
- Kuan, C. H., Sun, C. T., & Chen, J. J. (2021). Effective strategies for online physical education during the COVID-19 pandemic. *Journal of Educational Technology & Society*, 24(1), 38-49.
- Lee, M., & Choi, S. (2020). The effects of professional development on teachers' instructional technology integration in physical education. *Physical Educator*, 77(4), 620-640. <https://doi.org/10.18666/TPE-2020-V77-I4-9543>
- Lee, C. B., & Chai, C. S. (2020). The implications of COVID-19 on physical education and physical activity in Singapore. *Sport, Education and Society*, 1-11.
- Muñoz-Carril, P. C., González-García, H., & Conde-Caveda, J. (2020). Learning and teaching in physical education through distance learning: Challenges and opportunities during COVID-19 pandemic. *Retos: Nuevas Tendencias en Educación Física, Deporte y Recreación*, (38), 811-817. <https://doi.org/10.47197/retos.v0i38.78792>
- Papaioannou, A., Skordilis, E. K., Riga, V., Kostogiannis, I., & Kourtessis, T. (2021). The effectiveness of gamification and personalization on enhancing motivation and participation in online physical education. *Sustainability*, 13(7), 3796. <https://doi.org/10.3390/su13073796>
- Raman, S., & Naaz, M. (2021). Challenges and opportunities of online physical education during COVID-19 pandemic. *Journal of Physical Education Research*, 8(1), 1-6.
- Silverman, S., & Subramaniam, P. R. (2021). The impact of virtual physical education on student motivation and engagement. *Journal of Teaching in Physical Education*, 40(3), 287-295. <https://doi.org/10.1123/jtpe.2020-0137>
- Sáenz-López Buñuel, P., González-García, H., & García-Pinillos, F. (2021). Effects of COVID-19 confinement on the physical activity of Spanish primary school children. *Sustainability*, 13(2), 527.
- Tan, Y. J., & Kozub, F. M. (2021). Adapting teaching and learning to the COVID-19 pandemic: A longitudinal study of a physical education teacher education program. *Journal of Teaching in Physical Education*, 40(3), 385-394. <https://doi.org/10.1123/jtpe.2020-0187>
- Tariq, V. N., & Hameed, T. (2021). Challenges faced by Physical Education teachers during the COVID-19 pandemic: A qualitative exploration. *Journal of Physical Education and Sport*, 21(2), 809-816.
- Yang, F., Yu, J., Lin, X., Xiang, P., & Fan, J. (2020). Exploring the use of mobile technology and social media in physical education: A case study in China. *Education and Information Technologies*, 25(4), 3123-3140.
- Yilmaz, O., Gürpınar, B., & Yilmaz, G. G. (2021). The Effect of Distance Education on Physical Activity Levels of Children During COVID-19 Pandemic. *Journal of Human Kinetics*, 76(1), 241-251.
- Zhang, J., Ding, X., Li, H., & Peng, Q. (2021). The impact of online interactive tools on students' academic achievement and motivation in physical education. *Frontiers in Psychology*, 12, 685799.

