

**Research Article**

## The voices of physical education teachers: its pressure, measure, and treasure in delivering instruction in physical education

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**ABSTRACT**

The study shed light on addressing the challenges, coping strategies, and instructional approaches of Physical Education teachers. The study employed a qualitative research design using phenomenological, which was participated by 8 PE teachers working as secondary public school teachers in the Philippines. Purposive sampling was used to choose the participants to answer the study's objectives. To determine the results, coding and themes were utilized. There were four emerging themes based on the study's results: challenges in accessibility and availability, students' interest, continuous personal and professional development, and differentiated teaching approaches. With the new normal of education, there were adjustments in how PE teachers reach the students. As a Physical Education teacher who wants to further their education, being aware of the creative ways that instruction is delivered through the integration of ICT and how technology become a useful tool has developed into a potent tool for interacting with students. This study will help PE teachers understand that, regardless of how challenging it can be to achieve performance tasks, there are various ways to do so. Teachers should work together to continue learning and growing for the students analyzing the study of teaching effectiveness can be analyzed by looking at the measures that physical education teachers use to deliver lessons.

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Challenges; coping strategies; ICT integration, instructional approaches, physical education.

**Introduction**

Being the most noble profession with dedication, passion, and promptness, physical education teachers are required to have the necessary skills and traits, which have a significant impact on the physical activity experiences students have during the teaching-learning process. Training programs as a leader and educators that may inspire and maintain members' energy and excitement would greatly aid in increasing members' technical expertise and ingenuity. Since change is unavoidable, educators must be flexible and resilient by setting an example for other traditional educators by incorporating educational innovations. The study of [Alvunger \(2018\)](#) implies that the complex and rapidly changing educational landscape brought about by the ongoing disease calls for a curriculum and instruction, teacher, leadership, and involvement appropriate for the New Normal classroom. Thus, teachers must be critical thinkers, active learners, and capable of fostering complex learning for the discipline's all-around development. Furthermore, [Dayagbil et al., \(2021\)](#) institutions must conform to flexible teaching and learning modalities, adjust the curriculum, empower the teachers, upgrade infrastructure, develop a strategic plan, and analyze every part of the plan, it is determined, to continue instruction and learning continuity.

The effectiveness of teaching and learning is the cornerstone of the educational system ([Katz et al., 2020](#)). As [Alanazi \(2019\)](#) that teachers should create suitable plans and put into action appropriate measures to address the requirements for the teaching and learning process in the new normal. With this, teachers need to embrace change for self-development and delivering instruction. Thus, teachers had a larger disposition to concentrate on students' learning and employ tools that are often utilized to

improve teacher effectiveness (Marquez et al., 2016). The crucial task of PE teachers is to think of innovative ways to reach every student in different avenues and mediums. Nothing can prevent a teacher from fulfilling their single obligation to deliver and carry on with education in the face of uncertainty and changes as they strive for each student's achievement. A teacher's strong and imaginative brain is required for this. It should go hand in hand with holding ourselves accountable for our duties and tasks as educators. Gaining access to the concerted effort required to fully profit from online learning thus providing structure and going beyond simulating approaches (Kalman et al., 2019) is a significant step toward success and never stops teaching every pupil wisdom.

Teachers strive to improve their competencies through their own work in order to boost their innate capabilities in the teaching process. Teachers serve as a bridge to each student. Because the students are unable to complete the learning tasks and lack the skills necessary to complete the performances, the performance task is currently the most difficult to maintain due to the pandemic. This study shed light on the journey of PE teachers amidst the new normal of education particularly in how they deliver instruction and are able to achieve the addressed goals. The study sought to find the following: (1) challenges experienced by PE teachers in delivering instruction, (2) coping strategies of PE teachers amidst the challenges experience, (3) instructional approaches used by the PE teachers in delivering instruction amidst the pandemic, and (4) design a proposed program that can be developed to help teachers' instructional strategies.

## Method

### Research Design

The researcher used a qualitative design using a phenomenological approach. Participants were selected through purposive sampling. As reiterated by Kalra et al., (2013) the goal of qualitative research is to better comprehend a topic and probing as an ideological or humanistic approach. Focus group discussions were used to collect the data, and questionnaires were validated by experts to ensure the consistency and importance of the research topics. Focus group discussions were used for this study, which was conducted via in-person interview.

### Participants

The study was participated by 8 secondary physical education teachers in one of the secondary schools in the Philippines. There were 8 participants, 3 male and 5 female took part in the procedure. Based on Table 1 included six teachers who have been in the institution for 5 to 10 years; three of them have 20 or more years of service. The participants were teachers who had been working as teachers for at least 5 years and intended to acquire more knowledge about their overall experience as a physical education teacher.

Table 1. Profile data of the participants

Participants	Gender	Age	Years in Service
P1	Female	52	21 years above
P2	Male	28	5-10 years
P3	Female	27	5-10 years
P4	Male	28	5-10 years
P5	Female	29	5-10 years
P6	Female	44	15-20 years
P7	Male	54	21 years above
P8	Female	31	5-10 years

## Results and Discussion

Based on the findings of the study, it was revealed that physical education teachers experience different pressure, measure, and treasure.

Challenges experienced by physical education teachers in delivering instruction

Physical education teachers face availability and accessibility challenges in delivering instructions. Teachers today face an enormous challenge when it comes to teaching and learning (Culajara, 2022) with the Corona Virus Disease's (COVID-19) devastating effects, it has been difficult to keep up with everything, especially the educational system (Jesamine et al., 2021). Every physical education teacher has changed the way they give lessons because of the pandemic. Teachers have made discoveries about their strengths and the manner they elaborate their practices in order to provide efficient and effective services in education related to their different approaches. Globally, the coronavirus (COVID-19) pandemic has served as a wake-up call to reexamine our ideas and ideologies. The most crucial element of learning is to be guided by the accomplishments of the students, educators are motivated to keep teaching (Reem D. Montesur, 2021). However, as physical education teachers gradually resumed teaching in-person classes, teachers embraced the changes taking place in the educational system, using ICT, and working alongside them to create lesson plans and provide instructions.

With the result, Inan (2020) the majority of teachers supported online learning lamented its challenges and unfavorable experiences in which Physical education (PE) instruction comprehend in the future must be given face-to-face in order to maintain its significance (González-Calvo et al., 2022). The way physical education teachers allows us to take the following thoughtfully planned physical education lessons, additional methods of delivering instruction to further enrich and improve the delivery of instruction through the integration and incorporation of ICT to better comprehend the concepts in physical education lessons as the delivery of instruction shifts from conventional to online. However, teachers were unfamiliar with digital platforms and unable to explain some concepts. Moreover, lack of resources, dealing with students, and workloads all contribute to disengagement and pressure on teachers (Robosa et al., (2021).

With the study of Maharani (2020) elements of the transition to online learning were gradually being adopted by teachers, accessibility for students and the right online learning environment are essential ICT integrated education. Teachers used these problems as a roadmap to determine what else they could accomplish and to support the continuation of education. Based on the focus group discussions, despite their resilience, every PE teacher has difficulties when delivering teaching, particularly when it comes to approaches that are beneficial to the students. As such, Aguinaldo (2021) stated some challenges experienced by the physical education teachers were inconsistent internet access, insufficient room, and equipment, and minimal student interaction.

Thus, to better comprehend physical education learning, modifications in strategic learning methodologies are required (Tegero, 2021). According to the study's findings, making instructions available and accessible to students is the most difficult task. Notwithstanding the implementation of digital platforms and initiative programs, not all students are able to access the initiative and intervention programs because they lack devices or internet connection. With the study of Salac and Kim (2016) highlighted the gap between the market for Internet infrastructure and public regulations in enhancing Internet connection in the Philippines. Based on the findings, emerged themes were challenges in accessibility and availability and students' interest.

Table 2. Emerging themes of challenges experienced by the PE teachers in delivering instruction

Meaningful Units	Subordinate Themes	Superordinate Themes
Participant 1: Limited knowledge about digital programs to effectively use technology to provide instructions, especially when it comes to performing tasks.		
Participant 2: There is doubt in the delivery of instruction because more performance tasks are done in physical education, so it is difficult to think of ways, especially since not all children have access to the internet.		
Participant 3: The students' learning is limited in the performance tasks because they do not see their teachers demonstrate the actions, there is a video but they do not access the video that is given to them.	Lack of resources Availability of devices Accessibility in learning materials Lack of training	Challenges in accessibility and availability
Participant 4: Lack of training for PE teachers that can address the delivery of instruction since achieving objectives in PE is always more on demonstration.		
Participant 5: Lack of equipment, knowledge of instructional approaches, and availability of learning instructional materials for students such as videos to be their guide to understand the lesson.		
Participant 6: The challenges encountered as a MAPEH teacher in teaching performances are materials, facilities, and equipment, the behavior/ attitude of the students, and students' abilities.	Students' learning attitude Losing students initiative to learn	Students' Interest

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Participant 7: One of the challenges that I have experienced is that the children are not able to do the performance tasks because they do not have the gadget to record the video and they cannot do it because there is no guidance from the PE teacher.

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Authenticity of learning

Participant 8: There is no authentic assessment in the performance task because sometimes the students do not do the learning and doing activities even though that is the most objective of the lesson because there is no access to the internet or device availability on their part.

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#### Coping Strategies of PE Teachers in delivering instruction

Teachers as the noblest profession take responsibility for improving instructional competence. Thus, one of the aspects that motivate physical education teachers to function well in their tasks and job, one of the coping strategies is having a positive outlook on continuous personal and professional development. One undeniable fact about physical education teachers is their unwavering commitment to providing exceptionally good services to students ensuring they have the best chances for success in the future, even when confronted with the challenges of offering guidance in the midst of pandemics or other unpredictable situations.

Effective learning was strengthened by a strong learning goal orientation (Delahajj & van Dam, 2016). Having a target and knowing the path to be taken to success, together in reaching the learning objectives. Studies emphasized the significance of assisting and supervising students (Hwang et al., 2018). Despite the obstacles they have faced, teachers act as each student's support and guide as they complete the necessary tasks. As to the study of Kraft et al., (2018) a potential substitute for conventional forms of professional development, teacher coaching has subsequently developed. Moreover, preparing for professional autonomy in a culture where education system is implemented externally (Ben-Peretz & Flores, 2018). Teachers with stronger subject expertise were more likely to teach students (Francis et al., 2019), every PE teacher strengthens their commitment to reaching every student by being resourceful, consistent, and self-assured. Furthermore, physical education teachers are more likely in emphasizing student learning with the use of technology for effectiveness (Baek et al., 2018).

Numerous approaches to overcoming the difficulties posed by the learning modality such as time management, establishing new approaches to teaching and adapting to the changes brought forth by the new norm in education, which emphasizes adaptability, alternative planning, and being upbeat, perseverant, and preparing oneself with the abilities required for the new normal (Castroverde & Acala, 2021). Despite the difficulty of the pandemic, teachers demonstrated perseverance with the use of coping skills, demonstrating that nothing can stop how much they value education. As reiterated by Gustems-Carnicer & Calderón (2013), coping is a crucial component in the reduction process, managing

stress that could prolong or intensify the academic progress of the student though teacher is impacted and aggravating psychological discomfort. It continues by addressing the learning standards and goals that must be completed in order to advance academically and reach the stated objectives.

The study of [Sinag \(2023\)](#) notions that sudden shift to digital pedagogy that was followed by online evaluations and examinations using technology and integration of ICT was emerged as a strategy. To employ innovation, as to the study of [Estrellan et al., \(2021\)](#) e-learning technologies, teachers and students must be prepared and trained. Teachers must uphold the competences and course objectives while also recognizing the experience of each student. Furthermore, it is essential to acquire and improve awareness of digital training for students throughout the COVID-19 pandemic and the approaches for instruction, such as utilization of interactive and collaborative activities is self-improvement and the pursuit of knowledge produced a dedication to continuous development ([Nebrida & Bangud, 2022](#)). To better deal with this, as [Caratiquit & Caratiquit \(2022\)](#) asserts that teachers took part in a variety of training sessions, seminars, and workshops with the new educational system's framework and policies.

One of the realities about physical education teachers is that they are committed to providing students of all ages with exemplary services to give them the best opportunity at future success, no matter how challenging it is for them to give instructions during pandemics or other uncertain periods. Based on the results, the emerging theme were as follows: continuous personal and professional development.

Table 3. Emerging themes on coping strategies of PE Teachers in delivering instruction

Meaningful Units	Subordinate Themes	Superordinate Themes
Participant 1: Collaboration is the key. Despite the challenge of the pandemic, our PE department helped to better deliver instruction such as the sharing of best practices and learning how to use technology.	Collaboration and connection	
Participant 2: Be resourceful because we will still create a way to deliver instruction to the children. One of the things I did was to make instructional videos if they could access it much better but for those who don't, I make sure that it is also there in their learning materials.	Resourceful Innovative Creative Adaptive	Continuous Personal and Professional Development
Participant 3: Being innovative, creative, and unlocking my abilities has been my support to cope with the challenges I experience as a teacher because I am the key to their education.		
Participant 4: To have more patience, be creative, and		

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resourceful and learn to trim down to the most simple way.

Participant 5: Have to focus and be resourceful to provide the learning objectives and reach each student.

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Participant 6: Always give not only our heart to them but also an ear to listen to their situation battling amidst pandemic.

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Participant 7: I focused on the goals that were given to us because we have been the support of every student so the continuation of education is also the continuation of our crowning of growth and development.

Self-less delivery of instruction  
Resiliency amidst pandemic

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Participant 8: One of my coping strategies is to focus on my personal growth and professional development, at the same time as the rapid changes in the delivery of instruction, so attending webinars, workshops and training have been my support in overcoming the challenges I have experienced.

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#### Instructional Approaches used by PE teachers in delivering instruction

Differentiated pedagogical techniques were successfully employed by teachers (Gibbs and McKay, 2021). As reiterated in the study of Aquino and De Chavez (2022) teachers has pivotal role in delivering instruction. Thus, continuous professional development gives awareness on improving instructional o and competencies (Culajara, 2022). As physical education teachers provide quality services in education, teachers must be creative and innovative in different instructional approaches. Thus, providing differentiated teaching approach make the curriculum goals attained and able to achieve students' achievement through acquisition of learning. Moreover, the notion of dynamic balancing, systematic, synergistic, integrative-differentiated techniques, and other prominent methods must be evident in delivering instruction for more efficient and effective teaching and learning (Kalimullin et al., 2016).

Teachers are considered to be one of the most significant influences on students' learning because schools are institutions of learning (Kling & Bay-Williams, 2021). Moreover, teachers must adapt it if they want students to use this novel method in the technological environment and learn dynamically (Scheg, 2014). Education quality is considered to be particularly affected by teaching effectiveness (Flores, 2019). Moreover, instructional approaches of the PE teachers by becoming innovative and creative in delivering instructions is a must. To show that resource structure has to be improved (Zhang, 2021), some of innovations required to deliver instructions which testified that when compared with

traditional lecture-based instruction, video-based presentations tend to vastly increase performance in students (Murthykumar et al., 2015). As to the study of Centeio et al., (2021) teachers defined good content in a wide range of ways, including topics like stimulating and motivating videos made specifically by the teachers for the students, challenging tasks, and peer resources. Teachers will be the ones to support students and the continuation of education, therefore it is crucial to promote their growth and development. Additionally, teachers are urged to use technology in the twenty-first century to succeed in the modern educational environment (Jamon et al., 2021).

Living in a world where ICT is transforming, the adaptability and accessibility of students in the learning process are becoming more dependent on technology. Each PE teacher has thought through how instruction will be provided. Thus, schools must provide for its teachers, personnel, and students, continuous training by providing appropriate online platforms (Ramirez, 2020). To unlock their potential and broaden their perspectives, it is crucial to focus on both their strengths and weaknesses. Every school has created a way to engage with every student through the use of technology. It serves as a communication tool and a conduit for educating students in a trimming technological environment as well as through online delivery.

In these hard times, physical education is vital and provides more opportunity than ever for all students to express their emotions (Schembri et al., 2021). The goal of physical education is to improve students through practical experiences and help them develop tremendous abilities in caring for, trying to manage, increasing, and starting to recover their bodies, recognizing their own and others' mental processes, trying to manage their emotions, and controlling their connectedness (Nesterchuk et al., 2020), thus, emphasizes the need to overcome obstacles and improve adaptability, interaction, and involvement in order to equal the efficacy of distance learning (Namboodiri, 2022). The adoption of information and skills in physical education (PE), like other educational subjects, is expanding. Integrating ICT into regular classrooms is a good way to create a successful teaching strategy that uses ICT. The following were the emerging theme on instructional approaches by PE teachers in delivering instruction: differentiated teaching approach.

Table 4. Emerging themes on Instructional Approaches used by PE teachers in delivering instruction

Meaningful Units	Subordinate Themes	Superordinate Themes
Participant 1: Integration fo ICT/ technology by means of creating videos (YouTube).		
Participant 2: Using Google classroom and any online platforms.		
Participant 3: Creating an online web platform like Google sites to deliver the lesson.	ICT integration Google Classroom Google sites Recorded videos	Differentiated Teaching Approach
Participant 4: Look for the possible solutions which are applicable to their situation. I sent a recorded video presentation demonstrating the necessary skills.		
Participant 5: Choose the most essential and simplify the process in delivering	Lecture Method Scaffolding Method Simplified Learning Materials	



instruction by using simplified learning materials to have a grasp of learning in the modules.

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Participant 6: Employing performance/experiential method that even though the students are in a modular approach, they are still given tasks to do the eprformance task at their own pace.

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Participant 7: Besides the use of technology in delievring instruction, it has been my task as a PE teacher to simplify the course of modules focused on essential objectives and competencies.

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Participant 8: Lecture and demonstration methods are the effective ways in teaching performance tasks to the students.

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## Conslusions

With the paradigm shift of changes in delivering instructions, many changes and realizations have happened to every teacher just to reach the students and be able to deliver instructions. One of the pillars of every teacher is to be resilient and innovative. At the same time as the world changes with technology, technology has become a powerful tool and they are a complement to delivering instructions.

Teachers are expected to further their personal and professional development by participating in seminars, training sessions, and workshops that are designed to retrain, retool, and upgrade teachers' competencies. Despite the difficulties teachers faced, their devotion and dedication to their ideas served as their pillars, enabling them to touch every part of both the students and their own lives. Diverse learners are encountered and present, teachers must collaborate, use their creativity, and immediately adjust while utilizing technologies.

The secondary public schools must also extend their programs and improve instruction while incorporating ICT into every subject. As the modern civilization continues to deliver classroom instruction, technology will be essential in determining how successful and pleasant the experience will be in the coming years.

Future researchers will find this study to be useful in understanding how PE teachers have put their faith in the principles to instruct students and deliver instruction on their performance tasks while also managing their capacity to become resourceful and innovative at the same time as the development of 21st-century skill learners.

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