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# Challenges and Coping Strategies in Teaching Physical Education During Covid-19 Educational Disruption

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### ABSTRACT

This study developed intervention strategies to address the issues faced by teachers. It specifically addressed the following questions: 1) the challenges that P.E teachers have when teaching P.E in online classes during the coronavirus epidemic, and 2) the coping mechanisms used by Physical Education Teachers in online classes. The study used a descriptive-correlational method with a questionnaire to collect information from thirty Physical Education Teachers at Camarines Norte State College who taught Physical Education subjects throughout the Academic Year 2021-2022. The acquired data were statistically handled using the Weighted Mean, Pearson's Coefficient of Correlation, and Coefficient of Determination. Based on the findings, assessing students' academic performance is the most difficult task for Physical Education Teachers in online classrooms, and five coping techniques were implemented: positive well-being, time management, openness to change, peer mentorship, and teamwork. In order to establish a quality of instruction in the university's physical education department using online teaching methods, an intervention plan was developed to bridge the gap and improve the teachers' areas of concern. A comparable study can be conducted using an online learning modality to assess student performance in the field of physical education in connection to PE training.

**Keywords:** COVID-19 Pandemic, challenges, PE teachers, online learning modality, Coping mechanism

### Rationale

Corona Virus has caused a global problem because to its unrestrained proliferation. Many people have been affected around the world as the number of deaths continues to rise. This resulted in a huge advertisement shutdown of schools, forcing millions of Filipino students to switch from traditional classroom learning to online education. Despite the unplanned introduction of online education, the Philippines has little choice but to confront the challenge.

The unexpected transition to online learning sparked a heated discussion in the Philippines, with learners blaming their terrible living conditions. One of the most common issues encountered was conducting face-to-face sessions, which represent a higher danger of spreading; the most viable alternative is to use online teaching and learning. This necessitates a 'adapt rapidly' attitude to the new normal in teaching and learning during the pandemic. The transition to online learning was too abrupt and unexpected, but academic institutions must strategize and speed the adoption of new teaching techniques. The question of how ready the schools are in terms of technological infrastructure remains unresolved. Reopening the schools at this point is quite expensive.

According to CHED's Flexible Learning (2020), physical education (PE) has been traditionally considered as a practical and 'hands-on' subject in schools, where close proximity and physical contact is common. Significantly, the delivery of PE has changed because of the Covid-19 pandemic, and this brings significant consequences for PE teachers. Traditional physical education has faced challenges related to equity and access, such as language barriers, funding limitations, and inadequate physical spaces for participation.

This means that "sports at all levels, from play and physical activity to elite and competitive sport, are powerful and cost-effective ways to advance in all aspects. Moreover, stakeholders in Philippines sports recognize the need for a sporting culture that nurtures healthy, disciplined and peaceful citizens and develops Filipino athletes to be among the world's best. Beyond gold and glory, the commitment towards the pursuit of healthy living, community development, self-discipline, and national unity remains. The goal is to foster growth in the individual and within the community through sports.

Given these challenges, doing this study to address the issues of teaching physical education in online classes, particularly in higher education, is highly timely. Physical Education is a subject that necessitates kinesthetic activities which must now be completed through an online class. As a result, this research looked into the challenges of teaching Physical Education programs via the internet and the coping mechanisms used.

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## Research Objective

The study delved into 1) the challenges of P.E teachers in teaching P.E in online classes amidst the coronavirus pandemic; and 2) the coping mechanisms employed by the Physical Education Teachers in online classes.

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## Introduction

The Commission on Higher Education (CHED) has directed HEIs to deploy available distance learning, e-learning, and other alternative modes of delivery in lieu of residential learning if they have the resources to do so. HEIs shall continue to exercise their judgment in the deployment of available flexible learning and other alternative modes of delivery in lieu of in-campus learning if they have the resources to do so.

The entire Luzon was placed under Enhanced Community Quarantine last March 2020 requiring educational institutions to take proactive measures to ensure the continuation of teaching and learning. Camarines Norte State College, in particular, has developed Implementing Rules and Regulations of Policies and Guidelines on How to End the Second Semester, School Year 2019-2020, POST Enhance Community Quarantine Operations and Recovery Plan, and Special Board of Trustees Resolutions No. 3 series. 2020.

As early as 9 December 2014, Republic Act (RA) 10650, otherwise known as the "Open Distance Learning Act," was signed into law in order to expand and further democratize access to quality tertiary education and technical educational services in the country with the use of open learning services. Under RA 10650, open distance learning in the Philippines for higher educational institutions (HEIs) and technical-vocational courses have the goal of providing accessible, quality education through the use of open educational resources (OER) and delivery of learning materials via print, audio-visual, electronic/computer and virtual classrooms, and face-to-face sessions.

## Research Design

This study employed a descriptive-correlational method. The descriptive method was used to discuss the challenges that the teachers faced and the coping strategies that they used. Furthermore, the intervention strategies developed to address the challenges that Physical Education teachers faced when teaching online classes were described. The correlational method was used to determine the link between the challenges that teachers face and the coping mechanisms they use. Following that, the influence of the teachers' coping strategies was determined.

## Research Locale and Participants

The respondents of the study were thirty (30) Physical Education Teachers from Camarines Norte State College who were teaching Physical Education subjects during the Academic Year 2021-2022 accepted to participate in this study. The respondents were chosen through purposive sampling since the researcher relied on his or her own judgment when choosing members of population to participate in the study.

## Data Gathering Procedure

A survey questionnaire was used to find out the challenges Physical Education teachers encountered in terms of preparing instructional materials, delivering teaching, and assessing students' academic achievement, as well as the coping techniques they use. On the basis of the literature, a set of difficulties and coping techniques were established.

## Research Instrument

Informal interview session to determine the challenges, difficulties, and coping mechanisms they face when teaching online programs. It was also utilized to verify the responses to the questionnaire and clarify certain information that the participants had left out. In addition, the participant interviews take about 30 minutes to an hour. Ethical considerations will be regarded in this study. An informed consent form will be secured prior to the conduct of the survey and interview to ascertain that the respondents voluntarily agree to participate in the study upon understanding its nature.

## Data Analysis

This presents the discussion of the analysis and interpretation of data. Implications and inferences were given. Findings were linked with findings in previous studies. Challenges in teaching Physical Education in online classes and the coping mechanisms employed by the Physical Education teachers were summarized and served as bases in formulating the intervention strategies which was also discussed.

## Methodological Delimitations

This study focused on the challenges of teaching Physical Education in online classes by PE teachers and the coping mechanisms they adopted. The respondents were Physical Education teachers from Camarines Norte State College who were teaching in 9 campuses such as: College of Education, College of Business and Public Administration, College of Engineering, College of Arts and Sciences, Institute of Computer Studies, Institute of Fisheries and Marine Sciences, College of Trades and Technology, College of Agriculture and Natural Resources, and Entienza Campus.

## RESULTS AND DISCUSSION

### Objective 1: Address the challenges encountered by Physical Education Teachers in in teaching P.E in online classes amidst the coronavirus pandemic.

This study was focused on the challenges encountered by Physical Education teachers in teaching online classes along with the preparation of instructional materials, delivery of instruction and assessment of students' academic performance.

#### **Preparation of Instructional Materials. Objective 1: Address the challenges encountered by Physical Education Teachers in in teaching P.E in online classes amidst the coronavirus pandemic.**

This study was focused on the challenges encountered by Physical Education teachers in teaching online classes along with the preparation of instructional materials, delivery of instruction and assessment of students' academic performance.

Preparation of Instructional Materials. It shows the challenges of Physical Education teachers in teaching online classes along with the preparation of instructional materials.

The table shows the overall average rating of 2.33 was considered low. The online teaching modalities or platform concerns got the highest mean ( $w_m = 2.43$ ), which is interpreted as low. On the other hand, the confusion in selection media for the students got the lowest mean (2.20) which is interpreted as low. Moreover, lack of expertise in running online Physical Education classes (2.40), lack of appropriate materials in textbooks (2.37), and need to research on good practices of designing and facilitating online learning (2.23) were the indicators which were interpreted as low, respectively. This means that these indicators contributed most on the challenges that teachers experienced along with the preparation of instructional materials in the implementation of online modality

#### **Preparation of Instructional Materials**

Indicators	Wm	Int	Rank
Online teaching modalities or platforms concerns	2.43	Low	1
Lack of expertise in operating online Physical Education classes	2.40	Low	2
Lack of appropriate materials in textbooks	2.37	Low	3
Research on creating and facilitating online learning	2.23	Low	4
Confusion in selecting media for the students	2.20	Low	5
Average	2.33	Low	

Legend:

3.26 – 4.0	Very High
2.51 – 3.25	High
1.76 – 2.50	Low
1.0 – 1.75	Very Low

### Objective 2: Find out the coping mechanisms employed by the Physical Education Teachers in online classes.

Positive Well-Being. In terms of positive well-being, Table 5 shows how Physical Education teachers coped with the challenges of teaching Physical Education in online classes.

The table revealed coping mechanisms in terms of positive well-being had an overall average of 3.59, which was interpreted as always. Taking rest for a moment and praying for God's strength got the highest mean (3.73) which was interpreted as very high. Taking vitamins for health to reduce stress got the lowest mean (3.37) but was still interpreted as high. Furthermore, boosting self-confidence by encouraging others (3.70), believed that above all the things there will always be ways to reduce the learners holistically (3.63), and the only thing in mind is positivity (3.53) were indicators which were interpreted as high, respectively.

#### **Coping Mechanisms along Positive Well-Being**

Indicators	Wm	Int	Rank
Taking a brief break and asking God	3.73	Always	1
Boosting self-confidence by encouraging others.	3.70	Always	2

There are ways to minimize the learners holistically	3.63	Always	3
The only thing in mind is positivity.	3.53	Always	4
Take vitamins for health to reduce stress.	3.37	Always	5
Average	3.59	Always	

## Findings

Based on the ratings given by participants, the study found out that on preparation of instructional materials, the findings showed that it had an overall mean of 2.33. Online teaching modalities and platforms concerns got the highest mean ( $W_m=2.43$ ) and confusion in selecting media for students got the lowest weighted mean ( $W_m=2.20$ ). On the other hand, positive well-being had an overall average of 3.59. Taking rest and praying to God's strength got the highest mean ( $w_m=3.73$ ) while taking vitamins for health to reduce stress got the lowest mean ( $w_m=3.37$ ) above all indicators.

## Conclusion

This study revealed that teachers should have extensive training in online course development and in conducting online classes in Physical Education. Teachers should also be equipped at creating a virtual environment as well as the learning materials to deliver lessons using diverse instructional design methods to increase interaction and motivation that are effective for online classes. Not much has been done to address the challenges encountered by the teachers in this time of pandemic, however practices and intervention strategies can be improved so that better outcomes can be attained.

There is a need to upgrade the knowledge and skills of teachers in the preparation of instructional materials since online modality is new to all. It is regarded as one of the major aspects that promote student learning and help in the achievement of academic goals and objectives. The use of technology as a means of delivering lessons in Physical Education classes may contain right activity, creative exercises routines, improved motivation and correct instructions from teachers. Use of various assessment methods may help students succeed as well as gain insights into their progress. Therefore, more investigation is required to have a deeper comprehension of the fundamental elements that influence educators' choices regarding the integration of technology. Understanding how and why teachers use technology in the classroom is essential to guiding excellent pedagogical practices as it becomes more and more commonplace in educational settings.

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