Teaching Physical Education in the New Normal: A Phenomenology

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Abstract— Covid-19 brought immense change in education which caused a sudden shift of teaching modality without prior training. This phenomenological inquiry focused on the experiences of Physical Education Instructors teaching Physical Education in the New Normal. The study employed in-depth interview and focus group discussion. Thematic analysis was used to examine the data. The findings indicated that instructors teaching Physical Education in the New Normal face challenges for the following reasons: undesirable learning circumstances; needed preparations of teaching in the new normal; and compromising teaching and learning experiences. Physical Education teachers implemented the following interventions to address the phenomenon: maximizing educational technology; implementing assessment and monitoring students' progress; sustaining motivation; and managing pressure in teaching the competencies. Furthermore, the following four (4) themes summarized Physical Education Instructors' perspectives: establishing meaningful teaching practices; ensuring administrative technical support, refining accelerating teacher's performance; and scheming effective curriculum for teachers. The results of this study can bring substantial information to understand the lived experiences of teachers teaching Physical Education in the New Normal in tertiary schools and can bring awareness to all stakeholders of the academe, who in turn can help in designing and adjusting the curriculum suiting the new normal way of teaching and learning in Physical Education.

Keywords— Philippines, phenomenological inquiry, Physical education instructors, teaching physical education in the new normal

I. INTRODUCTION

The emergence of Covid-19 has led to the educational system embracing a variety of flexible teaching and learning methodologies. The pandemic prompted the adoption of guidelines that impacted the way instructors educate and engage with their students and families, especially in teaching physical education. Teaching physical education has always been seen as a practical and 'hands-on' subject in schools but teachers experience some limitation in teaching Physical Education in the new normal schooling. Due to rapid changes in teaching methods, physical education instructors needed help providing material to students through online platforms. The pandemic has forced several nations' educational systems to embrace work-from-home policies and use online digital learning to continue offering services such as virtual learning in teaching physical education (Kniffin et al., 2021).

In the United States, Centeio et al. (2021) found that schools were abruptly closed, and instructors were expected to shift their classes to the internet in teaching physical education. Some teacher has found this modality hard for them in creating effective strategies to make learners physically active while learning P.E. virtually. According to Hinman (2020), the struggles of

teachers in teaching P.E. online have slower communication and harder to track the student's physical activity because of the limited equipment needed. Moreover, students need help because they cannot ask for constant help on how the task is done.

In the Philippines, the paradigm shifts from in-person teaching and learning to remote learning. The Commission on Higher Education (CHED) released Memorandum No. 4 Series of 2020, in which institutions must adopt the flexible learning modality (FLM) so that the teachers can continue the teaching and learning process through an online platform, giving modules and another podium to sustain the quality education. In the research published by Belleza et al. (2021), it was discovered that online teaching modalities/platforms concerns, lack of internet access, and lack of technological tools and gadgets are some of the difficulties physical education teachers face when teaching physical education in the new normal.

Furthermore, in Davao de Oro, teachers who conduct online classes in P.E. had various difficulties, especially in teaching Physical Education since Physical Education is known as hands-on-based instruction. Moreover, multiple activities are not applicable in virtual learning,

and the teacher must modify activities to cater to the needs of students through online modality. In addition, internet connectivity is a problem in most areas since most students live in far-flung places.

II. METHODOLOGY

A. Research Design

This study utilized a qualitative research design, particularly phenomenology, to explore the learning experiences, coping mechanisms, and insights of physical education teachers teaching under the new normal.

According to Creswell (2007), qualitative research approaches are meant to assist researchers in better understanding persons and their social and cultural contexts. Qualitative research is one in which the investigator makes frequent assertions about his or her understanding based on constructivist concepts, advocacy, or both. It is concerned with comprehending rather than explaining, natural observation rather than controlled measurement, and the personal exploration of reality from the insider's viewpoint. Thus, the researcher will perform the study using a qualitative approach.

In this research, the qualitative approach was chosen over the quantitative approach because, rather than being concerned with statistics, the researcher is interested in learning more about the experiences of physical education teachers teaching in the new normal set-up. Further, phenomenology will be utilized to explore the plight of Physical Education Instructors teaching under the new normal. Given this, many scenarios will be used to investigate the same experience from various perspectives. This exploration pertains to the learning experiences, coping mechanisms, and insights of physical education instructors amidst the new normal. The balanced focus is placed on comprehending the unique instances of each participant and the commonalities that may be recognized when their experiences are compared and contrasted with each other. Greater comprehension of the study will be guaranteed as a result of this method of investigation.

B. Research Participants

Subject selection is deliberate in qualitative research. This research utilized non-probability sampling approaches, especially purposive sampling. Participants will be chosen based on their ability to answer research questions and increase comprehension of the topic under investigation (Kuper, Lingard, & Levinson, 2008). In the qualitative research, the researcher will solicit the participation of seventeen individuals. These 17 students teach physical education in state universities, local colleges, and private higher education institutions in Davao del Norte. Seven participants will be chosen for the Focus Group Discussion and 10 for the In-Depth Interview.

To safeguard the participants' identities, pseudonyms will be used for coding. Each participant will be assigned a code and pseudonym depending on their personality and conduct shown throughout the exercise. Seventeen (17) individuals will be selected via the use of purposive sampling for the study. The criteria for selecting participants are whether or not they teach physical education in a state college or university, a municipal university or college, or a higher private education institution under the new standard configuration. To perform the in-depth Interview, the researcher will do a virtual interview using online flat forms (Google Meet, Zoom, and any other revenue-generating platform). The identification of the participants is based on the information provided by the local officials.

C. Data Collection Procedure

Prior to reaching the conclusion of the study, a qualitative researcher will participate in a number of activities as part of the data collection process. Further, to gather the necessary data required for this study, the researcher will need to plan out his or her research activities in a systematic manner by following a step-by-step approach.

First, the researcher obtains clearance from the Research Ethics Committee at St. Mary's College of Tagum, Inc., ensuring ethical conduct. Approval and endorsement from the Dean of the Graduate School are also required. Validated interview questions are then constructed with internal and external validators. Correspondence letters are sent to gatekeepers requesting permission to conduct the study.

With authorization obtained, a gatekeeper helps the researcher locate participants. The research adheres to ethical principles such as respect for persons, beneficence, and justice, as outlined in the Belmont Report. Data collection forms recommended in qualitative study design are used.

A virtual orientation session informs participants about the study's conduct, purpose, significance, and objectives, assures confidentiality, and informs them of their right to withdraw at any time. Participants also complete an Informed Consent Form.

The researcher prepares an interview guide and selects 17 participants teaching Physical Education in the New Normal from various institutions. Questions may be translated into participants' preferred languages. Interviews were transcribed and translated, and participants verify the accuracy of the transcripts, signing a member checking certificate if they agree with the content.

Finally, the data collected is used to develop topics and analyze teachers' experiences under new normal education. The researcher ensures all data is kept private in a protected folder to maintain confidentiality.

D. Data Analysis

In a qualitative study, after recording participant answers during in-depth interviews, the researcher begins qualitative data analysis, with coding as an essential stage. The data is broken down into manageable parts and then reconstructed to provide insights. Reading transcripts, observational notes, and relevant documents helps form preliminary notes and develop early themes. Thematic analysis is used to systematically understand participants' experiences. Braun & Clarke (2013) describe thematic analysis as a flexible technique for constructing themes from interview data.

The researcher transcribes answers into English, especially if they are in vernacular or Filipino, ensuring participant identity is kept confidential with pseudonyms. The analyst then starts the data analysis. Finally, the researcher and data analyst discuss and refine the generated themes, with the analyst and researcher's counsel ensuring the data's trustworthiness by double-checking the initial themes.

III. RESULTS

This chapter presents the results of the study based on the analysis of the qualitative data. The presentation of the results of the qualitative phase follows which includes the thematic analysis of the lived experiences, coping mechanisms, and insights of the physical education teachers teaching physical education in the new normal.

A. Lived experiences of physical education teachers teaching physical education in the new normal

Presented on Table 1 is the thematic analysis based on the responses of the participants in the In-Depth Interview and Focus Group Discussion which were transcribed verbatim. Responses were extracted from the result of the issues to unveil the lived experiences of physical education teachers teaching physical education in the new normal. All issues obtained core ideas, which have their corresponding essential themes.

Table 1. Major Themes and Core Ideas on the Lived Experiences of Physical Education Teachers Teaching Physical Education in the New Normal

Major Themes	Core Ideas
Undesirable Learning Circumstances	• Domestic distractions during online class • Unstable signal disrupts delivery of lessons • Inconsistent student attendance • Unsuccessful knowledge transfer • Existence of self-doubt of teachers teaching in virtual environment
Needed Preparations of Teaching in the New Normal	• Creating course packs • Creating video instructions and demonstrations • Edit lecture videos • Learning to manipulate education technology • Collaborating with colleagues • Ensuring strong internet connection
Compromising Teaching and Learning Experiences	• Students lack of educational technology tools • Presence of working students in class • Extending deadline for students to comply

	• Students inability to access internet connection
	• Delayed submissions of student output

Undesirable Learning Circumstances

Based from the qualitative data gathered from the in-depth interview and focus group discussion, results showed that the physical education teachers were having difficulties in delivering the instruction and transferring knowledge to their students because they were forced to teach physical education in the online set-up which they had limited knowledge in conducting it. Moreover, because of the poor internet connection, the physical education teachers were having a hard time in transferring knowledge which led to experiencing having a low number of students attending their classes.

Needed Preparations of Teaching in the New Normal

Based from the data gathered from the in-depth interview and focus group discussion, the physical education teachers were having different experiences in preparing for their instruction in the new normal. According to them, they prepared different instructional materials such as course packs, recorded video discussion, downloaded videos, and PowerPoint presentations which can be used for their online and offline class. Further, they also prepared their online classroom for their online class and ensured that they have strong internet connection. Furthermore, they also attended webinars, trainings, and workshops to widen their understanding and knowledge in the new normal education. In addition, collaborating with the expert teachers was evident to improve their plans in delivering their instruction.

Compromising Teaching and Learning Experiences

In the context of physical education teaching in the new normal, difficulties had been experienced by the physical educators in delivering their instruction. According to the respondents, they were having difficulties in preparing instructional materials and checking the outputs of their students because of their limited gadgets and poor internet connection. Moreover, there was also an ineffective imposition of classroom rules in the virtual world.

B. Coping mechanism of physical education teachers teaching physical education in the new normal

Table 2 shows the scrutinized notions involved in the coping mechanisms of physical education teachers in teaching physical education in the new normal. The result explores and goes further into the four major themes derived from a comprehensive analysis and research of qualitative data.

Table 2. *Major Themes and Core Ideas on the Coping Mechanism of Physical Education Teachers Teaching Physical Education in the New Normal*

Major Themes	Core Ideas
Maximizing Educational Technology	• Utilizing various online platform in teaching-learning process • Preparing pre-recorded video discussion • Attending webinars and trainings intended for new normal way of teaching • Implementing online applications as alternative classroom
Implementing Assessment and Monitoring Students' Progress.	• Checking submitted outputs of students • Requiring students to submit video performance output • Providing feedbacks to student's performance/outcomes • Utilizing online platforms • Providing written assessments • Giving alternative activities intended to the lesson • Giving light activities based on the students' capability
Sustaining Motivation	• Helping my-self to motivate despite the encountered challenges/Self-motivation/intrinsic motivation • Seeing progress coming from the students • Exploring new ideas for effective learning • Doing everything for the students to learn

Managing Pressure in Teaching the Competencies	• Following the learning objective/course outline for the lesson • Contextualizing subject matters to student's situation • Using technology as partner for instructions

Maximizing Educational Technology

Based from the data gathered from the in-depth interview and focus group discussion, the physical education teachers maximized the educational technology in delivering their instruction in the new normal. They utilize different online platforms to deliver the teaching-learning process. Online software that will make the discussion engaging were also utilized by the PE teachers. Moreover, they also prepare pre-recorded video discussion intended for offline classes.

Implementing Assessment and Monitoring Students' Progress

Based from the gathered data in the interview, the physical education teachers diligently checked and monitored the progress and output of the students even though there were difficulties and struggles encountered. For the physical education courses, they required their students to record their performance through video recording. Also, the preparation of topics to be taught were also considered given that the delivery of instruction is through online. Because of the current set-up, the PE teachers provided alternative activities that will help in developing the important competencies and skills. All of these were also given immediate feedback by the PE teachers.

Sustaining Motivation

In the midst of the pandemic, providing instruction is difficult especially in motivating the students to learn and participate in the class. During the interview, the physical education teachers stated that in order to sustain the motivation of their students in learning physical education, they explore different activities and strategies to make the discussion fun and engaging. Also, constant motivation to their students were also given, in which as teachers, they also let their students see that they were motivated to teach in the new normal. In addition, they also do everything for their students for them to see the progress of their students.

Managing Pressure in Teaching the Competencies

In the context of physical education teaching in the new normal, the pressure in delivering quality instruction is very present in the physical education teachers. According to the respondents, they set learning objectives through the course syllabi and outline for them to be guided in the delivery of their instruction. Further, they utilized the technology effectively and made them as their partners in the classroom. Furthermore, PE teachers contextualized the lessons for their students to learn the lesson in an authentic way.

C. Insights of physical education teachers teaching physical education in the new normal

Table 3 shows the synthesized notions involved in the insights of physical education teachers in teaching physical education in the new normal. The result discusses and delves deeper into the four essential themes that are obtained from thorough analysis and investigation of the qualitative data.

Table 3. *Major Themes and Core Ideas of the Insights can the Teachers Share to the Academe with Regards to Teaching Physical Education in the New Normal*

Major Themes	Core Ideas
Establishing Meaningful teaching practices	• Giving students inspirational and motivational words to keep doing good • Providing positive reinforcement/reward • Being versatile and adaptive in the teaching-learning process Creating interactive/enjoyable activities during classes
Ensuring Administrative Technical Support	• Establishing school facilities and equipment intended for Physical Education • Conducting of seminars/webinars/training intended for Physical Education • Providing stable internet connection • Providing gadgets to be utilized during learning instruction • Providing premium accounts for online applications that can be used in the teaching-learning process

Refining and Accelerating Teacher's Performance	• Conducting of trainings and webinars/seminars for teachers to cope-up with new strategies • Collaborating with colleagues in improving and making course lesson • Providing high quality gadgets that can be used in the teaching-learning process
Scheming Effective Curriculum for Teachers	• Realigning curriculum base in the new normal teaching-learning process • Giving specific/alternative activities indicated in the curriculum intended to the students with special needs • Considering students situation in the teaching-learning process

Ensuring Administrative Technical Support

Based on the qualitative data gathered from the in-depth interview and focus group discussion, the informants have imparted that administrative support can enhance the performance of both the teachers and students in the teaching-learning process. They shared that the administrators can establish school facilities for physical education classes to improve performance. Trainings and seminars can also be provided to widen the knowledge of the instructors to teach physical education in the new normal. Also, gadgets and stable internet connection may be given to the teachers in order to facilitate learning effectively. Moreover, premium accounts for the different online software application may be provided to the teachers to utilize the other features of the different software that can be utilized in the classroom to improve the teaching-learning process.

Refining and Accelerating Teacher's Performance

Participants of the in-depth interview and focus group discussion have shared how to refine and accelerate the performance of the physical education teachers in teaching physical education in the new normal. According to them, conducting and attending to different trainings, seminars, and symposia to improve teaching performance can help them to cope with the situation and provide new strategies that can better the performance of the students in their PE classes. Further, collaborating with colleagues and other experts can help in improving the plans in delivering the instruction through sharing fresh and new breakthroughs in the field. Furthermore, high quality gadget can also be used in the teaching-learning process to provide more meaningful instruction to the students.

Scheming Effective Curriculum for Teachers

Based on the qualitative data from the in-depth interview and focus group discussion, results showed that as we enter the new normal education, curriculum should be improved anchored to the current situation that we have. According to the participants, there can be a realignment of the curriculum to cater the new normal education in teaching physical education. In addition, students with special needs may be considered especially in the activities in the physical education courses by providing specific and alternative activities.

IV. DISCUSSION

Lived experiences of physical education teachers teaching physical education in the new normal

Physical education teachers teaching in the new normal shared their experiences in teaching physical education in the new normal. From the gathered responses, three themes were generated: a. undesirable learning circumstances, b. needed preparations of teaching in the new normal, and c. experiencing difficulties in teaching PE.

Undesirable Learning Circumstances

Many rely on physical education (PE) lessons for physical activity and healthy habits, positively impacting children's brain health, academic performance, memory, and depressive symptoms. However, the COVID-19 pandemic shifted PE to virtual instruction for the 2020-2021 academic year, causing challenges like domestic distractions, unstable signals, inconsistent attendance, ineffective knowledge transfer, and teacher self-doubt.

To address these, PE instructors had to adopt new teaching strategies. Delas Penas (2022) found that the abrupt switch to flexible learning didn't consider students' mental and emotional readiness. Rapanta et al. (2021) noted increased receptivity to innovation despite these challenges.

Ramhawati (2021) emphasized the need for better preparation and resources for effective PE instruction. Educators were forced to rethink their roles and support for students' learning and development (Rodríguez-Triana et al., 2020; Nordmann et al., 2020; Council of Europe, 2016; 2018).

Needed Preparation of Teaching in the New Normal

To provide quality education during the pandemic, educators must adapt to significant changes in teaching and communication. Key agencies' directives will support sustainable teaching and learning, especially in physical education.

PE educators created course packs, video instructions, and lecture videos, and used educational technology and collaboration to ensure effective learning. This aligns with Ali's (2020) findings on the growing importance of technology in education, despite challenges with internet connectivity in rural areas. Allen and Seaman (2018) noted that higher education institutions often fail to prepare professors for online teaching. As education continues under the new norm, instructors are preparing for modular and online learning.

Compromising Teaching and Learning Experiences

COVID-19, a newly identified coronavirus, caused widespread disruptions globally, halting economies and closing various sectors, including schools. In the Philippines, health measures like wearing masks, hand washing, and avoiding crowds were implemented, impacting physical education classes.

Students struggled with learning due to limited access to educational technology and internet connections. Financial difficulties forced some to become working students, further compromising their education. Delays in activities and assessments also hindered effective learning.

This study supports Malonzo et al. (2021), who found that using various modalities like web-based systems, video lectures, and games enhances lesson delivery. Online learning apps like WhatsApp and Google Classroom are now common (Jamaludin et al., 2020; Gusty et al., 2020). Salman et al. (2021) noted that many professors used platforms like Google Meet, Zoom, and Microsoft Teams, but students with limited internet access and low socioeconomic status faced challenges (Tria, 2020). Alimi (2018) highlighted that unreliable internet hinders teaching and classroom management, which affects student learning (Rufai et al., 2015; Elibariki, 2017).

Coping Mechanisms of Physical Education Teachers Teaching Physical Education in the New Normal

Physical education teachers teaching in the new normal shared their coping mechanisms in teaching physical education in the new normal. From the gathered responses, four themes were generated: a. maximizing educational technology, b. implementing assessment and monitoring students' progress, c. sustaining motivation, and d. managing the pressure in teaching the competencies.

Maximizing Education Technology

As we return to the classroom, digital technology can aid in several ways. Teachers anticipate that students will need more support, and online tools help manage time, provide up-to-date materials, and monitor learning. Educators often blend traditional methods with technology, using various online platforms to continue teaching. Webinars and training sessions for the new normal have also helped teachers adapt.

This research aligns with Basilaia and Kvavadze's (2020) finding that 96 countries used virtual alternatives like TV broadcasts, online libraries, and video lectures to continue education. Rogers and Sabarwal (2020) emphasized that remote learning requires teachers to develop digital skills for synchronous and asynchronous teaching.

Low-income and minority students were disproportionately affected by limited access to technology (Gandolfi et al., 2021). The Commission on Higher Education supported the use of online platforms like Google Classroom, Zoom, and YouTube for blended learning (CHED, 2020).

Implementing Assessment and Monitoring Students' Progress

In today's educational context, success means ensuring every student achieves. Educators must identify at-risk students and adapt teaching practices accordingly. Monitoring student progress allows teachers to use performance data to improve instruction.

During the pandemic, PE educators reviewed and provided feedback on student submissions and accepted video performances to minimize contact. Alternative assessments were used to supplement course topics.

This supports Khlaif et al. (2021), who highlighted the importance of evaluating and engaging students. Tria (2020) noted challenges in grading and assessment, particularly for physical education, which could rely on paper-and-pencil tests without in-person motivation. In higher education, e-learning uses various online platforms, enabling comprehensive assessment of student and teacher performance (Coman et al., 2020; Costa et al., 2020). Cardullo (2021) emphasized

considering platform needs, features, assessment, and LMS customization during the transition.

Sustaining Motivation

In the new normal, physical education instruction causes anxiety for students. Despite this, they remain motivated and interested in PE. For instructors, PE learning is seen as a behavioral activity driven by intention and perceived control.

This aligns with the Theory of Planned Behaviour (1980), which states that behavior is influenced by intention and perceived control, developed from beliefs. Coping with stress varies individually, involving behavioral and cognitive efforts to manage external and internal demands when resources are insufficient (Lazarus, 1993).

Pham (2020) notes that institutions lack motivation to use instructional technology regularly. Alhamami (2019) found that students who feel more in control attend class more, study harder, and achieve more. The belief in control influences attitudes and other beliefs, though its impact on performance is hard to measure.

Managing Pressure in Teaching the Competencies

Competencies are crucial for equipping students with the knowledge, skills, and attitudes necessary for managing their learning, living, and working effectively, especially in new or challenging situations.

This study supports Bevins et al. (2020), who stated that instructors face pressure to design and deliver online courses. Education sectors collaborate to ensure continued education and maintain the goal of providing excellent education in the Philippines (Dangle and Sumaoang, 2020).

Hege (2011) discussed strategies for engaging distance learners in a hybrid online classroom.

Competency-based learning (CBL) is student-centered, self-directed, and self-paced, focusing on mastering necessary skills and knowledge rather than time spent. CBL uses rigorous assessments, including formative and summative assessments, projects, portfolios, and creative works, to measure students' skills and achievement of learning goals.

The primary goal of CBL assessments is to evaluate demonstrable student competencies through comprehensive evaluation.

Insights of the Teachers with Regards to Teaching Physical Education in The New Normal

Teachers of physical education in the new norm offered their perspectives on teaching physical education in the new norm. Four themes were derived from the collected responses: a. establishing meaningful teaching practices, b. ensuring administrative technical support, c. refining and accelerating teacher performance, and d. scheming effective curriculum for teachers.

Establishing Meaningful Teaching Practices

Educators are enhancing their instructional styles using effective teaching strategies in a constantly evolving educational environment. Recognizing diverse learning styles, they adapt their methods to engage students and support their academic achievements. Good practices foster engaging lesson plans and enthusiasm for the subject matter, promoting positivity among students.

This study supports Guimalon et al. (2021), who advocate for tailored approaches and measures, like creating custom modules, for new normal education. Monitoring and assessment are crucial for maintaining quality education and preparing competitive graduates (Kankaew et al., 2021).

Sarswati (2020) found that rewards positively impact academic and non-academic performance, motivating students and creating an excited learning atmosphere.

Ensuring Administrative Technical Support

Office administrative and support employees are crucial, providing essential clerical services that allow decision-makers to focus on key tasks and maintain smooth workflows.

This supports Ancho and Arrieta's (2021) argument that teachers' professional development enhances their practices. During the pandemic, teachers faced anxiety related to COVID-19 and communication challenges (Pressley, 2021).

Digital environments are increasingly prevalent in education (Gegenfurtner and Ebner, 2019). Bean et al. (2019) found that webinars and online education face challenges like technological needs and internet access. Instructors who travel to find internet connections for online classes deserve recognition (Olivo, 2021).

Refining and Accelerating Teacher's Performance

Teachers must engage in ongoing professional development to stay updated on the latest educational trends and methods, which is crucial for meeting

students' needs and helping them reach their potential. Teacher performance, reflecting this training, significantly impacts the learning environment and student success.

Tzivinikou (2015) supports that teachers' actions in the classroom greatly influence student progress. Teamwork among teachers is also crucial for a school's success. Learning new online and offline platforms offers rewarding teaching opportunities (Fish and Gill, 2009). De Villa and Manalo (2020) emphasize providing teachers with necessary tools and training.

The Institute of Education Sciences highlights instructional coaching as effective professional development that enhances both knowledge and practice. Coaches act as partners and guides, helping teachers improve and positively impact student learning.

Scheming Effective Curriculum for Teachers

Establishing a curriculum involves various themes beyond students, teachers, and the institution, contributing to societal development. In today's knowledge-based economy, a robust curriculum is vital for a country's economic prosperity. An effective curriculum offers a clear framework for delivering high-quality education, ensuring students master the learning objectives and skills before advancing.

Pandit and Agrawal (2022) note that administrators and instructors design courses for online learning environments, requiring more preparation and attention to detail than conventional courses (Hinson et al., 2006). Online courses demand higher planning, organization, and design efforts (Conceicao, 2006). Keeping learners, especially adolescents, in mind during curriculum development is crucial, involving those with direct experience of the target audience in the needs assessment.

Alsubaie (2016) emphasizes the importance of involving instructors in curriculum development for school success. A successful curriculum should reflect the educational program's philosophy, aims, objectives, learning experiences, instructional resources, and evaluation methods. It should be practical for teachers, aiding students in developing strategies and using essential techniques and resources effectively.

Implications for Teaching Practices

Teaching occurs in a fluid and unpredictable environment, requiring teachers to adapt class content and sessions to meet diverse student needs. Successful teachers must adjust to new and changing circumstances to thrive.

In the new normal education, teachers are central to preparing students for a collaborative, flexible future, emphasizing attitudes and behaviors alongside knowledge. Effective teaching hinges on the ability to adapt instructional content, lesson pacing, and classroom methods to varying student needs and dynamic environments. Adaptability is crucial for both teacher effectiveness and student success.

Despite some monotonous lecture-dominated methods, the classroom environment significantly impacts student interest and outcomes. Using diverse media in teaching can engage students, making it easier for them to understand and retain material. Assessing learning outcomes measures students' application of knowledge, encompassing cognitive, affective, and psychomotor dimensions.

Introducing media in learning is expected to boost student interest and results. Educators must skillfully select and use appropriate techniques for the curriculum and student goals. Active student participation enhances the desire to learn, requiring teachers to choose methods that align with students' abilities and engage them effectively. Educators should also employ various recitation tactics to increase student involvement and education quality, adapting to societal needs in the new education standard.

Recommendations for Further Research

Since research emphasizes replicability, this qualitative study using a phenomenology approach suggests further exploration of teaching physical education in the new normal. The study is limited to the experiences of physical education educators in this context. Therefore, an interpretative phenomenological analysis is recommended to enhance understanding.

The study focuses on the experiences of physical education educators in the new normal, highlighting similarities and differences. Future research should explore these experiences in post-pandemic education.

Due to time and resource constraints, the study is general and limited to Davao de Oro. Future research should expand to Region XI.

To better understand the experiences of physical education educators in the new normal, developing a model using grounded theory is recommended. This

approach can uncover various perspective and aspect in teaching Physical Education in the new normal.

VII. CONCUDING REMARKS

The strength of an educational institution lies in its curriculum and instruction, covering development processes, assessment, instructional techniques, classroom management, student performance, and administrative support. The curriculum sets the institution's direction towards achieving community goals and shaping society.

In conducting this study, I realized that as a physical education instructor in the tertiary education, it is very important to take note that I should provide services and programs that will enrich the student experiences and also supports in the achievement of holistic development (student's intellectual capacity and achievement, emotional make-up, physical and health condition, social relationships, vocational aptitudes and skills, moral and religious values, economic resources, and aesthetic appreciations) of the students irrespective of their affiliations, age, race, gender, and status. Thus, it should be an avenue in bridging the students' concerns and needs to the school administration and would be part of the planning of activities that could help students one way or another.

Furthermore, it is very important to set up a goal while designing and reviewing the delivery of the instruction. As a physical education educator in a higher education institution, I plan to suggest that we should design a curriculum that would produce globally competent and morally upright graduates who will become catalysts of economic and social development.

ACKNOWLEDGEMENT

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