



## Experiences, Motivation, Commitment, and Suggestions of Physical Education Teachers Amidst COVID-19 Crisis

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### Abstract

At the peak of the COVID-19 pandemic, teachers and administrators were caught off guard by the suddenness of this situation and were obliged to construct emergency remote learning systems immediately. With the problems identified in various literature, this research was conducted to elicit teachers' experiences, motivation, commitment, and suggestions as they implement physical education amidst the pandemic. Using a qualitative descriptive research design, this study delved deeper into the experiences of twenty senior high school teachers from selected schools in Cotabato Province in the Philippines using in-depth interviews. During the triangulation of results, this study identified that limited resources for students and technological gaps among teachers posed obstacles to quality learning. However, teachers demonstrated optimism in acquiring new skills and adapting innovative technological strategies to facilitate distance education. Collaborative efforts with colleagues proved instrumental in problem-solving, and teachers viewed their negative experiences as opportunities for personal and professional growth. The findings were then used to develop conclusions and recommendations for better implementing physical education in the Philippine senior high school curriculum.

### Keywords

Dedication  
Inspiration  
New normal education  
Teachers' challenges  
Teachers' experiences

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### Introduction

Education is the most potent weapon to change the world (Mandela 2003). Ending gender inequity, reducing poverty, constructing a sustainable planet, preventing unnecessary deaths and illnesses, and promoting peace depend on it (Tilak, 2002). Education has become the new currency in a knowledge economy, allowing countries to maintain economic competitiveness and worldwide success. Education is one of the essential long-term investments that is true for every country globally, not just first-world countries (Khan, 2015).

The efficiency of education was tested when COVID-19 infected the world. During the surge of the pandemic, the worldwide education system abruptly shifted from studying in the four corners of the classroom to learning via devices and modules. Teachers are urged to utilize interactive materials and technologies to teach their subjects and implement curriculum using varied methods to learners

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(Eickelmann & Gerick, 2020). According to Hebebcı, Bertiz, and Alan (2020), some teachers believe that distance education will never be successful as face-to-face instruction and that face-to-face lessons are more convenient and efficient than distance classes. While students cannot dispute that distance classes save time, teachers may find it less effective (Nambiar, 2020).

Among other academic disciplines, physical education is believed to be the most affected, including skill acquisition and movement education. Students fail to perform the necessary competencies due to varying social restrictions. Kraft, Simon, and Lyon (2020) revealed that in the United States, teachers are having difficulties due to a rapid decline in students' enthusiasm for physical education and schooling. Some teachers' "feeling of achievement" had dropped due to the current problems in the educational landscape.

Marshall, Shannon, and Love (2020) further explained that it is more difficult for physical education teachers to obtain feedback and connect directly with students during the pandemic due to personal problems that they are experiencing along with the alarming virus infection. In the Philippines, it has been noticed that the educational system in the COVID-19 era brings a significant threat to schools because some are located in remote regions are experiencing issues with connectivity and technology.

Despite these uncertainties, the Philippine government devised a strategy for dealing with the problems that schools are facing. The Philippine Department of Education implemented a learning continuity plan that teaches private and public schools in the Philippines how to use it. The government committed to this strategy to ensure the safety and health of teachers, school employees, and students despite the pandemic as stipulated in Department Orders Nos. 12 and 13, 2020.

Agaton and Cueto (2021) investigated the impact of COVID-19 on access and equity in education for disadvantaged students in the Philippines. They highlighted that students are experiencing huge disparities in accessing remote learning resources, such as internet connectivity, devices, and learning materials, and the socio-economic factors. De los Santos and Labrague (2021) assessed the mental health impact of COVID-19 on Filipino students and highlighted the prevalence of anxiety, depression, and stress among students that directly hinder students' learning process.

On the side of teachers, Bravo, Dangerfield, Taylor, and Johnson (2021) examined the well-being and job satisfaction of teachers in the Philippines during the COVID-19 pandemic, specifically the emotional, physical, and psychological impact of this crisis on teachers. They revealed that the increased workload and mode of learning add stress and burnout to them. Rotas and Cahapay (2021) revealed that teachers have technological, pedagogical, and emotional difficulties due to the need to modify teaching methods and instructional strategies to suit the online or blended learning environment. Teachers during the pandemic must find innovative ways to engage students, deliver content effectively, and provide meaningful learning experiences despite the limitations imposed by the pandemic.

Though several scholars have been examining the initial impact of COVID-19 on educational institutions; a thorough literature review reveals a considerable gap in studies investigating the experiences, motivation, commitment, and suggestions of physical education teachers in teaching physical education amidst the pandemic. Hence, to bridge this gap, this study was conducted to elicit the:

- a. Experiences of teachers in teaching physical education amidst the pandemic;
- b. Reasons how teachers' experiences shape their motivation and commitment; and
- c. Suggestions of teachers to better implement physical education amidst the pandemic.

This study is also anchored to the Self-Determination Theory proposed by Deci and Ryan (2012). This widely recognized psychological theory focuses on human motivation and the factors that drive intrinsic motivation and well-being. This theory suggests individuals have innate psychological needs for autonomy, competence, and relatedness. When these needs are fulfilled, individuals are more likely to be intrinsically motivated and experience greater satisfaction and well-being.

In the context of physical education teachers amidst the COVID-19 crisis, Self-Determination Theory can provide insights into their experiences, motivation, and commitment. The theory can help examine how teachers' sense of autonomy, competence, and relatedness may have been affected during the pandemic. It can shed light on the factors contributing to their resilience, adaptability, and engagement in their teaching practices.

Further, by exploring physical education teachers' experiences, motivations, commitment, and suggestions amidst the COVID-19 crisis, this research provides practical and feasible recommendations to enhance their teaching styles. Also, by capturing their perspectives and narratives, this research will help scholar readers, including educators, administrators, policymakers, and researchers, understand the unique challenges faced by physical education teachers and their strategies to address them. This understanding fosters empathy, collaboration, and informed decision-making in designing effective support systems for physical education instruction.

Furthermore, the findings of this study provide physical education teachers with a comprehensive understanding of how their peers cope with the challenging circumstances they currently encounter. By sharing experiences, motivation, and commitment, this research will equip teachers with various coping strategies and best practices. As the COVID-19 crisis has significantly impacted education systems worldwide, this research is a valuable resource for future researchers. It offers a rich dataset of secondary data that can be utilized for comparative analysis, longitudinal studies, or further exploration of specific themes related to physical education instruction amidst crises.

## Method

### *Research Design and Procedures*

This study utilized a qualitative–descriptive research design to delve further into senior high school teachers' experiences, motivation, commitment, and suggestions in teaching physical education during the COVID–19 pandemic. Qualitative research is the collection of non-numerical data. This design is a naturalistic inquiry that seeks an in-depth knowledge in society. In light of this, the researchers chose a qualitative study because it is a research technique with a strong philosophical pattern.

After doing all primary activities, the researchers obtained ethical approval from institutional review board to ensure that this study adhered to ethical guidelines. Ethical considerations included protecting participant's privacy and confidentiality. Informed consent procedures were followed, where participants were provided with detailed information about the study's purpose, procedures, potential risks, and benefits. Participants voluntarily signed consent forms to indicate their willingness to participate.

The researchers conducted initial visits to establish rapport with the participants and create a comfortable environment for data collection. After this, focus group discussions (FGDs) and in-depth interviews (IDIs) were employed as data collection methods to gather participants' diverse perspectives and in-depth insights. FGDs lasted around 1 hour, while IDIs lasted around 45mins per participant. Unstructured FGDs involved group discussions among participants facilitated by the researchers, enabling participants to exchange ideas, reflect on their experiences, and generate collective insights. IDIs, on the other hand, involved one-on-one interviews with individual participants, providing a deeper exploration of their personal experiences, motivations, and suggestions.

To enhance the validity and reliability of the research findings, the researchers employed data validation and triangulation techniques. This involved cross-checking and comparing data from multiple sources, such as different participants, data collection methods, or external sources. By triangulating the data, the researchers ensured the robustness of their findings, minimized bias, and provided a more comprehensive and accurate portrayal of the experiences, motivations, commitment, and suggestions of physical education teachers amidst the COVID-19 crisis.

### *Sample*

A purposive, non-probability sampling approach was utilized to ensure that participants had in-depth knowledge and understanding of the phenomenon under investigation. Twenty Senior High School Physical Education Teachers from Cotabato Province in the Philippines were purposefully invited and actively engaged in the research process. The selection criteria aimed to include diverse participants, considering factors such as their years of teaching experience, educational backgrounds, and geographical representation. By deliberately selecting participants with relevant experience and insights, the study gained valuable perspectives that significantly contributed to the goals of this research.

### *Tools of Data Collection*

In this study, the researchers used guide questions as the primary materials for data collection. These guide questions were carefully developed and validated by experts in the field to ensure their quality and effectiveness in eliciting relevant information from the participants. The questions underwent an in-depth examination, which involved a thorough review and analysis to ensure their relevance, appropriateness, and alignment with the research objectives.

The researchers used audio recordings to capture and gather the data during the research process. The participant's responses, discussions, and interactions were recorded using audio recording devices. This method allows for a detailed and comprehensive data analysis, enabling researchers to extract meaningful findings and draw conclusions based on the recorded information.

### *Data Analysis*

This study employed the framework developed by Miles and Huberman (1994) to analyze and interpret the qualitative data. The process involved data reduction, display, and conclusion drawing and verification. Data reduction encompassed the coding and condensing the collected data, extracting essential and relevant information from the participants' responses. The transformed data were then presented through figures, tables, or discussion.

Thematic analysis was employed to facilitate the categorization of qualitative data. Data display involved organizing and presenting the data in an organized manner, enabling a seamless flow of information and facilitating the drawing conclusions. Once the responses to the research questions were thoroughly analyzed, conclusion drawing and verification were carried out to describe the study's main findings. Validation involved a rigorous reexamination of the data, ensuring a high level of confirmation was achieved.

### *Ethical Consideration*

In all types of research, particularly qualitative research, ethical considerations are critical; the primary focus protects participants and the guiding basis of "no harm." The following are some ethical considerations to consider when doing qualitative research.

Informed Consent explains that the person participating in the study is aware enough and fully informed. The participants need to be made aware of the purpose of the study. The primary purpose of informed consent is that the participant can decide whether they had participated in the evaluation. Additional information should also be provided if the participant becomes distressed during their participation.

Confidentiality means that any identifying information is not made available to or accessed by anyone but the researchers only. It also ensures such identifying information is excluded from reports or published documents. Only assess relevant components only assess those applicable to the study

being conducted. High-risk populations are sometimes used as captive audiences to ask questions. It is vital to keep evaluations as simple as possible and to remain focused on the intention of the evaluation and what the data gathered will be used for.

### Findings and Discussion

**Table 1.** The Experiences of Teachers in Teaching Physical Education Amidst COVID-19 Pandemic

Major Themes	Frequency of Responses	Core Ideas
Engaged Students VS Unengaged Students due to Resource Problems	General	The students with lack of resources experience difficulties.
	Typical	Students are active despite the pandemic.
	Typical	The students are enthusiastic and receptive despite the problems.
Collaboration Helps Teachers Bridge Pedagogical Gaps	General	The students are unmotivated to learn due to resource problems.
	General	Teachers are exchanging tactics and ideas.
	Typical	Teachers attend seminars to expand their knowledge and develop new skills.
Despite the Adversity, it Opens New Learning Development for Teachers	Typical	Teachers are collaborating to address their problems.
	Variant	Most teachers have attended learning opportunities such as training sessions on the new learning platform.
	General	The majority of teachers are equipped with new information to deliver courses efficiently.
Tech-gaps Hinder Quality Learning	General	Teachers and student are unable to purchase the necessary equipment for academic pursuits.
	General	The students find it challenging to reach out due to their places.
	General	Students are not financially stable.

(Pascua & Tagare, 2023)

#### Legend:

General – response mentioned by 50% or more of the participants

Typical – response mentioned by at least 25% but less than 50%

Variant – response mentioned by less than 25% of the participants

As seen in Table 1, the following themes are the analysis and discussion of teachers' experiences in teaching physical education amidst the COVID-19 pandemic:

#### *Theme 1. Engaged Students VS Unengaged Students due to Resource Problems*

The first major theme that emerged from the teachers' observations is the students' engagement with the new learning platform despite the challenges of distance learning. According to Usher and Kober (2013), students demonstrate motivation and active participation when teachers establish clear goals and standards that promote higher-order thinking skills. Providing adequate learning materials and employing modern teaching methods can also contribute to students' self-motivation to learn. Creating an inclusive and participative environment also fosters interactivity in the new normal learning setting (Livitchi & Cibuc, 2020).

When asked about their experiences with students during the pandemic, participants acknowledged that while some students actively participate, others face difficulties keeping up with the lessons due to various factors. One teacher, referred to as Teacher #1, shared their perspective:

*"...Some students are trying their best just for them to participate in the activities, especially in the video presentations; the good thing is you can see that despite everything the child does, their responsibility just to participate with the parents, of course" (T1- Q1)*

Further, the participants noticed that because of the new platform of learning, few students are not that participative due to poor internet connection and lack of gadgets, Teacher #8 elaborated it:

*"...Though it seemed so difficult to do so because of poor connection if the internet, I am so amazed to cope with the new normal way of teaching and appreciated student's efforts and creativity in creating video."(T8- Q1)*

This implies that despite the challenges and adversities brought about by the COVID-19 crisis, there is an optimistic tendency among students to actively participate in learning activities, particularly in video presentations. This implies that students are motivated to fulfill their responsibilities and engage with the educational process, even with the support and involvement of their parents. This finding suggests that the students' motivation to participate stems from their sense of responsibility and the support they receive from their parents.

### ***Theme 2. Collaboration Helps Teachers Bridge Pedagogical Gaps***

The second theme highlights the positive experiences of Physical Education teachers as they navigate and adapt to the new learning platform. To effectively deliver courses during the pandemic, educators must provide ample learning resources and possess technological proficiency (Sahoo, 2020). With the absence of face-to-face interaction, students require increased attention, prompting teachers to invest extra effort, attend seminars, and engage in knowledge sharing to maintain an effective learning system. To wit:

*"...we are open like everybody is sharing the strategies to make the learning process effective." (T1-Q1)*

*"...We do sharing like he/she will be in charge in printing so there is sharing and the work will be easier for you will just get the module that is ready for delivery." (T5-Q1)*

This demonstrates that teachers recognize the importance of equipping themselves with the necessary technical skills and resources to engage students in the new learning environment effectively. The additional effort made by teachers to attend seminars and collaborate with their peers highlights their commitment to enhancing their teaching practices despite the challenges posed by the pandemic. This dedication ensures that students receive the attention and support required to succeed in their Physical Education studies.

### ***Theme 3. Despite the Adversity, it Opens New Learning Development for Teachers***

This theme highlights the efforts of teachers to acquire new learning concepts and improve their teaching methods for effective knowledge transfer to students. Given the challenges of absorbing further information during the pandemic, teachers have recognized the need for innovative learning techniques to facilitate student learning. Attending seminars and training sessions to enhance their ICT skills is crucial, as technology can positively impact student behavior and learning and teaching outcomes (Huang, Wang, Wu, & Wang, 2013).



Through their unique teaching strategies, teachers have devised approaches to foster increased student participation amidst the epidemic (Muhamadjonovna, 2020). The following responses from the participants further illustrate these experiences:

*"...I learned a lot... different strategies, and how to make things easier concerning preparing instructional materials." (T2-Q1)*

*"...we can develop video lessons and even learning activity sheets and contributor to developing self-learning modules..." (T8-Q1)*

This finding suggests that teachers' professional development and utilization of technology contribute to creating an engaging and participatory learning environment for students. By continuously improving their teaching strategies and incorporating innovative methods, teachers enhance the overall learning experience and student outcomes. Further, these findings highlight the importance of ongoing teacher development, particularly in ICT skills, to adapt to the challenges posed by the pandemic.

#### ***Theme 4. Tech-gaps Hinder Quality Learning***

The fourth theme focuses on the observations made by Physical Education teachers regarding students' negative experiences in the new learning platform. These observations indicate that teachers face challenges in delivering lessons due to various factors affecting students, such as poor internet connection, financial instability, and limited technological literacy. Mojica (2021) highlights that during the pandemic, poor internet connection emerges as a major problem, hindering knowledge acquisition and lessons. When participants were asked about their negative experiences in delivering materials to students, it became evident that various factors arose, particularly among students, during the pandemic. Testimonies from Teacher #7 and Teacher #8 support these implications:

*"...there are some students who still cannot manipulate or are afraid to explore their computer and internet. Students are sometimes absent due to poor internet connection and brown out" (T7-Q1)*

*"...the students cannot submit on time and complete outputs and cannot able to perform very well... Though it seemed so difficult to do so because of poor connection if the internet." (T8Q1)*

The challenges related to internet connectivity, financial constraints, and technological literacy contribute to difficulties in delivering effective instruction and hinder students' access to quality education. These highlight the urgent need for solutions to address the issues students and teachers face. Efforts should be made to improve internet accessibility, support students from financially unstable backgrounds, and enhance technological literacy among students and teachers.

On the other hand, participants expressed their perspectives on the negative experiences encountered with the new learning platform, highlighting that some students face challenges in attending classes due to financial constraints. To wit:

*"...especially in sports, there is equipment that other students can't afford, so how can they practice so sometimes they do it in a way like imaginary."(T3-Q1)*

*"...we should accept the fact that not all of the students will have the courage to pay attention, especially since we are now in the new normal of learning." (T4-Q1)*

The inability to afford essential materials and resources further exacerbates the challenges the transition to online learning poses. This highlights the importance of addressing financial constraints and providing adequate support to ensure equitable access to education for all students.

**Table 2.** Themes and Core Ideas on How Teachers' Experiences Shape Their Motivation and Commitment to Teaching Physical Education Amidst COVID-19 Pandemic

Major Themes	Frequency of Responses	Core Ideas
Optimism Fuels Passion for Teaching	General	Teachers use their experiences, both positive and negative, to better administer Physical Education. The teachers are optimistic despite the abrupt changes in the new learning platform.
Turning Negativities into Motivations	General	Teachers are turning negative situations into positive ones. Teachers are creative enough, and they used to adapt to the negative experiences they have.

(Pascua & Tagare, 2023)

### Legend:

General – response mentioned by 50% or more of the participants

Typical – response mentioned by at least 25% but less than 50%

Variant – response mentioned by less than 25% of the participants

As presented in Table 2, the major themes of how the pandemic shapes the motivation and commitment of teachers in teaching physical education are discussed as follows:

#### ***Theme 1. Optimism Fuels Passion for Teaching***

The first theme explores how optimism plays a crucial role in fueling the passion and dedication of physical education teachers, particularly in the face of the COVID-19 pandemic. Teaching physical education is a challenging task that requires significant effort and preparation to deliver sessions successfully. To navigate the obstacles posed by the new learning platform, teachers must maintain high levels of motivation and commitment to their subject (Ahmed, Allaf, & Elghazaly, 2020). Despite facing hurdles and obstacles while imparting lessons, the participants in the study shared their experiences of turning these challenges into valuable learning opportunities. They demonstrated their resilience and determination to complete tasks and effectively support their students in acquiring the necessary knowledge and skills. When asked about their strategies for maintaining dedication and commitment, the participants provided the following responses:

*"...maybe if there are failures, I will just think of it as a part of me to be strong at the end of the day. We need to be adapted to every change whether we are prepared for it or not." (T1-Q2)*

*"...those negative experiences I've got, I will just make this as a challenge for me to make it into a positive one..." (T5-Q2)*

*"...I am still motivated in teaching PE despite the challenges during the pandemic through embracing the new normal and accepting that we must teach the students and provide quality education to the young ones amidst the pandemic..." (T8-Q2)*

These findings highlight the importance of fostering a positive mindset and maintaining an optimistic outlook as essential factors in sustaining passion and dedication among physical education teachers. By embracing challenges as learning opportunities and continuously enhancing their teaching approaches, teachers can navigate the complexities of the pandemic and contribute to the effective delivery of physical education in the new learning environment.

#### ***Theme 2. Turning Negativities into Motivations***

The second theme of the study delves into how physical education teachers navigate the challenges of the new learning technology during the pandemic and transform their negative experiences into opportunities for improvement. Both students and teachers encounter difficulties in adapting to the virtual learning environment. However, teachers can reframe these challenges as catalysts for enhancing the quality of their lessons.



Physical education teachers engage in critical and imaginative thinking to ensure an efficient and effective teaching approach. They recognize the importance of developing pedagogies that encourage meaningful participation in physical education (Beni, Fletcher, & Ní Chróinín, 2017). Despite experiencing negative consequences in the learning environment, the participants' responses align with the insights of socialization theory, which emphasizes the role of commitment to colleagues and exposure to the work environment in fostering dedication and commitment (Richards, Gaudreault, Starck, & Mays Woods, 2018).

*"..Those negative experiences I've got, I will just make this as a challenge for me to make it into a positive one." (T5-Q2)*

*"...I am still motivated in teaching PE despite the challenges during the pandemic through embracing the new normal and accepting the fact that we must teach the students and provide quality education to the young ones amidst the pandemic, for I am one of them before having dreams and hopes.."(T8-Q2)*

Teachers found innovative ways to engage students and enhance their learning experiences by leveraging their creativity and resourcefulness. Their dedication to their profession, their colleagues' support, and the learning environment played a significant role in motivating them to overcome these difficulties. This finding underscores the importance of resilience, adaptability, and a positive mindset in facing the challenges of the pandemic. By embracing the opportunities for growth and innovation, physical education teachers can transform negative experiences into motivation for continuously improving their teaching practices. Their commitment to their students and the collaborative support from their professional network contribute to their ability to navigate the complexities of the new learning environment.

**Table 3.** Themes and Ideas on the Suggestions and Recommendations of Teachers to Better Implement Physical Education amidst the Pandemic

Major Theme	Frequency of the responses	Core Ideas
Hire and Expand the Skilled Teaching Workforce	General Typical	Teachers must be skilled in teaching. Physical Education teachers should have sufficient background and knowledge.
Ensure Compliance with Government Health Regulations	General	Teachers and students should follow the norms set forth by the government.
Increase Instructional Time for Physical Education	General General	Teachers must exercise patience to convey knowledge to students properly. The government should devote sufficient time to the subject of Physical Education.
Foster Teachers' Commitment to Student Learning	General General	Teachers should incorporate inputs into the lessons they are teaching. There should be supplementary learning materials.

(Pascua & Tagare, 2023)

**Legend:**

General – response mentioned by 50% or more of the participants

Typical – response mentioned by at least 25% but less than 50%

Variant – response mentioned by less than 25% of the participants

As presented in Table 3, the following themes are the analysis and discussion of teachers' suggestions and recommendations for better implementing physical education amidst the pandemic:

### ***Theme 1. Hire and Expand the Skilled Teaching Workforce***

Excellent teachers foster positive, caring relationships encouraging students to believe in themselves. Excellent teachers engage students in meaningful learning and aim to motivate them on an inherent level, and they think that they are responsible for their student's learning and development. Skilled teachers are highly beneficial, significantly, as the educational system changes due to the recent pandemic. Students require complete help to effectively learn the teachings, so teachers must be skilled simultaneously. According to the findings, for students to properly acquire knowledge and ideas, teachers must have sufficient knowledge and ideas about the classes better to execute those (Tessier, Sarrazin, & Ntoumanis, 2010). Following are the responses of the participants that narrated these experiences:

*"...The other suggestion I have here is that we lack skilled PE teachers, that is why maybe the government will take enough action to add some skilled PE teachers." (T1-Q3)*

When students feel supported, valued, and believed in by their teachers, they are more likely to develop a positive self-image and a belief in their abilities. This, in turn, creates a conducive learning environment where students feel safe to take risks, ask questions, and actively participate in their learning journey. Positive teacher-student relationships also contribute to student's emotional well-being, creating a sense of belonging and connectedness within the classroom. Excellent teachers go beyond simply delivering content; they strive to make learning meaningful by connecting it to real-life situations and fostering students' intrinsic motivation to learn. By designing lessons that tap into students' interests, experiences, and aspirations, teachers can ignite genuine curiosity and passion for learning.

### ***Theme 2. Ensure Compliance with Government Health Regulations***

The COVID-19 pandemic has significantly impacted the education system, necessitating the need to adhere to government policies for a successful implementation of remote learning. In response to the virus's rapid spread, the government has established rules and regulations to ensure the safety of students, teachers, and staff. The sudden disruption caused by the pandemic led to the development of online learning platforms, requiring teachers and students to adapt to this new mode of education (Tee et al., 2020). The study's findings suggest that by following the government's protocols, students and teachers can effectively engage in teaching and learning, gaining a comprehensive understanding of the subject matter.

*"...The best way is to follow the government, especially now in this time of pandemic we need to be vaccinated. Maybe we should adhere to the plan of our government and just follow the health protocols." (T1-Q3)*

The participants in the study provided valuable insights into their experiences within this new educational landscape. Their responses shed light on the challenges and adjustments made to comply with the government's guidelines. Teachers and students can maintain a structured and secure learning environment by adhering to these regulations. The study emphasizes the importance of acquiring a deep and broad understanding of the subject matter, highlighting the role of government protocols in facilitating this.

### ***Theme 3. Increase Instructional Time for Physical Education***

Effective implementation of physical education necessitates allocating sufficient time for teachers to impart knowledge and skills to the learners effectively. Educators have observed that some students have leisure time during the subject's scheduled sessions, leading to various factors that may affect their engagement. The study's findings highlight the importance of dedicating adequate time to enhance students' motor skills and facilitate knowledge transfer and ideas. Previous research by Loprinzi, Cardinal, Loprinzi, and Lee (2012) supports that allocating enough time to physical education is crucial for enhancing motor skills development. Following are the responses of the participants that narrated these experiences:

*"...I suggest giving PE more time... giving PE enough time like Math, English, and other subjects. I think this is why the students are not that close to PE teachers because they only got the chance to meet once a week." (T2-Q3)*

*"...Maybe my suggestion in teaching PE is number 1; it should be patient, especially since we are Physical Education teachers because it is given that our subject is the most difficult and challenging in this pandemic." (T3-Q3)*

The participants in the study provided valuable insights into their experiences related to time allocation in physical education. Their responses shed light on the challenges and implications of having limited time for effective teaching and learning. The study emphasizes the need to set aside sufficient time to deliver quality physical education instruction, considering the importance of motor skills development. By devoting additional time to physical education, the educational system can better support students in acquiring the necessary skills and knowledge.

#### ***Theme 4. Foster Teachers' Commitment to Student Learning***

The experiences shared by the participants in the study further underscore the significance of educators' commitment and proactive efforts in addressing the difficulties students face in the new learning platform. Teachers can improve their instructional approaches and facilitate effective knowledge transfer by offering a range of learning resources and engaging in professional development opportunities. Their dedication and willingness to adapt to the online learning environment are crucial for ensuring students can successfully navigate the challenges and acquire the necessary knowledge and skills. The participants' responses provide valuable insights into teachers' strategies and approaches to support students in this changing educational landscape. Following are the responses of the participants that narrated these experiences:

*"...Though we are now in a pandemic, as a teacher, we need to put additional inputs to the lesson. The teacher should add video clips or any video instructions link for the students to view and have references." (T5-Q3)*

*"...Develop more videos in each lesson as supplementary learning materials for students." (T8-Q3)*

This finding implies educators need to prioritize providing comprehensive learning materials, including digital resources and tools, to support effective instruction in the online environment. Additionally, the results emphasize the importance of ongoing professional development opportunities for teachers to enhance their pedagogical skills and proficiency in online education. The experiences shared by the participants demonstrate that teachers' commitment and proactive efforts are essential for overcoming the challenges posed by the transition to online learning. Teachers can help mitigate the difficulties associated with acquiring knowledge and ideas in the new learning platform by investing their time, effort, and patience in preparing and supporting students.

## Conclusions

The findings of this study highlight the resilience and motivation of students and teachers, despite the challenges they face in adapting to the rapid changes in the educational system. Their eagerness to learn and commitment to schoolwork demonstrate their determination to acquire new concepts and knowledge. It also emphasizes the importance of providing opportunities for teachers' personal and professional development to navigate the new learning platform effectively.

However, it also reveals challenges teachers face, including limited resources such as internet speed, materials, equipment, and technological competence, as well as budget constraints imposed by the government. Nevertheless, teachers have demonstrated their ability to transform negative experiences into positive ones, inspiring and motivating their students even during a difficult educational system.

Further, the study concludes the resilience and courage exhibited by physical education teachers in the face of challenges. Teachers utilize their own experiences to challenge and motivate their students, despite the ongoing difficulties in the educational landscape. It highlights the importance of teachers' dedicated efforts, patience, and time investment to ensure the effective implementation of physical education during the global pandemic.

Finally, this research concludes the significant role of infrastructure and equipment in facilitating high-quality physical education. It emphasizes the need for schools to adhere to safety norms and regulations when utilizing fitness facilities to safeguard the well-being of both teachers and students. By recognizing the importance of these factors, schools can create more meaningful teaching-learning experiences and enhance the overall quality of physical education amidst the ongoing pandemic.

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