



Beyond General Challenges: Exploring Physical Education Teachers' Lived Experiences and Resilience in Flexible Learning Environments

QUIBRAL, Jeric ⁽¹⁾; GARGANERA, Ma. Michelle ⁽²⁾; MANGALI, Glen ^(3,4)

- 1 0009-0001-9650-5315 Institute of Human Kinetics, Rizal Technological University, Mand. City, Philippines. jpquibral@rtu.edu.ph
- 2 0009-0007-7452-4113 College of Education, Rizal Technological University, Mand. City, Philippines. mmrgarganera@rtu.edu.ph,
- 3 0000-0002-8726-2913 Graduate School, Rizal Technological University, Philippines. cgrmangali@rtu.edu.ph
- 4 0000-0002-8726-2913 College of Liberal Arts and Sciences, Colegio de San Juan de Letran, Manila 1000, Philippines

ABSTRACT

Resilience is the ability to bounce back from difficult situations and adapt to change. Resilience has become an essential skill for students, teachers, and institutions in the context of flexible learning during a pandemic. Unsurprisingly, there are several emotions, reactions, and feelings around the pandemic. During this phenomenon's transitional era, key institutions are experiencing discomfort and disorder. The primary objective of this study is to explore the lived experiences and resilience of physical education teachers during the implementation of the flexible learning approach. The study employed a phenomenological research approach and an inductive approach to develop theories or generalizations based on specific observations or data collected during the research process. The researchers developed a coping mechanism framework for physical education teachers that showed significant forces that distress their coping and adaptation. The study revealed that physical education teachers at Rizal Technological University were able to manage and adapt to the changeover because they embraced change, showed adaptability, and prioritized mental preparedness, collaboration, and administrative assistance. In addition, physical education teachers who increase their computer and technology literacy in preparation for flexible learning, reskilling, and upskilling play a crucial role in adjusting to the new norm. Edpuzzle, Padlet, and Wordwall, as well as other educational platforms, were found to aid educators in engaging their students in conversations. Similarly, social media sites were utilized as instructional resources and assessment instruments.

RESUME

A Resiliência é a capacidade de se recuperar de situações difíceis e se adaptar às mudanças. A resiliência se tornou uma habilidade essencial para alunos, professores e instituições no contexto do aprendizado flexível durante uma pandemia. Não é de surpreender que haja várias emoções, reações e sentimentos em torno da pandemia. Durante a era de transição desse fenômeno, as principais instituições estão passando por desconforto e desordem. O objetivo principal deste estudo é explorar as experiências vividas e a resiliência dos professores de educação física durante a implementação da abordagem de aprendizagem flexível. O estudo utilizou uma abordagem de pesquisa fenomenológica e uma abordagem indutiva para desenvolver teorias ou generalizações baseadas em observações específicas ou dados coletados durante o processo de pesquisa. Os pesquisadores desenvolveram uma estrutura de mecanismos de enfrentamento para professores de educação física que mostrou forças significativas que prejudicam seu enfrentamento e adaptação. O estudo revelou que os professores de educação física da Universidade Tecnológica de Rizal foram capazes de gerenciar e se adaptar à mudança porque abraçaram a mudança, mostraram adaptabilidade e priorizaram a preparação mental, a colaboração e a assistência administrativa. Além disso, os professores de educação física que aumentam sua alfabetização em informática e tecnologia em preparação para o aprendizado flexível, requalificação e aprimoramento desempenham um papel crucial no ajuste à nova norma. Edpuzzle, Padlet e Wordwall, assim como outras plataformas educacionais, foram encontradas para ajudar os educadores a envolver seus alunos em conversas. Da mesma forma, as redes sociais foram utilizadas como recursos instrucionais e instrumentos de avaliação

ARTICLE INFORMATION

Article process:

Submitted: 03/19/2024

Approved: 06/08/2024

Published: 06/29/2024



Keywords :

Resilience,
Flexible Learning,
Pandemic, PE Teachers

Keywords:

Resiliência,
Aprendizagem Flexível,
Pandemia, Professores de
Educação Física

Introduction

Resilience is the ability to bounce back from difficult situations and adapt to change. In the context of flexible learning during the pandemic, resilience has become an essential skill for students, teachers, and institutions. According (Suleimany et al., 2022) it is important to come up with an integrated system for measuring how well communities can handle a pandemic. The COVID-19 pandemic has disrupted traditional methods of teaching and learning, and this has resulted in the need for flexible learning approaches (Tarkar, 2020). Flexible learning involves the use of various modes of learning, including online, blended, and hybrid learning, to provide students with a range of options to learn at their own pace and in their preferred mode. However, the sudden shift to flexible learning has also brought various challenges such as digital inequalities, isolation, and distractions (Pokhrel & Chhetri, 2021). These challenges require individuals and institutions to be resilient and adapt to new circumstances.

Resilience is particularly important for students as they navigate the uncertainties of remote and hybrid learning. They need to develop resilience to cope with the challenges of time management, digital distractions, and isolation (Hatlevik & Bjarnø, 2021). For instance, students need to learn how to manage their time effectively, develop self-discipline, and prioritize their learning goals. Additionally, they need to develop the ability to work independently and seek support when needed. Resilience is also crucial for teachers as they adjust to new teaching strategies and tools. Teachers need to adapt to the new mode of teaching, learn new technologies, and design learning experiences that are engaging and effective for students (Wosnitza et al., 2018) They also need to be flexible and responsive to student needs and provide support and feedback to students. Institutions need to be resilient in their approach to education and learning (Alhawsawi et al., 2023). They need to be able to respond to the changing needs of students and provide them with the necessary resources and support to succeed in their learning. This includes investing in technology and providing access to digital resources, training teachers and staff, and creating a supportive learning environment that fosters resilience (Gupta & Chen, 2022).

One of the main challenges that PE teachers have faced is the transition to virtual learning. Many schools have had to close their physical facilities and move classes online, which has made it difficult for PE teachers to create engaging and effective lessons. It is hard to replicate the energy and excitement of a physical activity in a virtual setting, and many PE teachers have had to get creative in order to keep their students engaged. Another challenge that PE teachers have faced is the need to adapt their curriculum to meet new safety guidelines. For example, in-person, PE classes have had to be modified to ensure that students maintain social distancing and wear masks. PE teachers have had to come up with new activities that allow students to stay physically active while adhering to these guidelines (Konukman et al., 2022)

In addition to these challenges, PE teachers have also had to deal with the emotional toll of the pandemic. In a systematic review conducted in Malaysia, they found that the impact of this pandemic could extend beyond the risk of physical harm to substantial psychological consequences (Nang et al., 2022). Many teachers have had to deal with the stress and anxiety of working in an environment where their health and the health of their students are at risk. Teachers need to navigate the uncertainty of school closure and reopening, and they have had to find ways to stay connected with their students despite the physical distance between them. Despite these challenges, many PE teachers have found ways to adapt and continue providing quality education to their students. They found new ways to engage with their students, whether it is through virtual workouts or outdoor activities with social distancing. They have also found ways to support each other, whether it's through online professional development or simply reaching out to colleagues for support. Overall, the pandemic has brought about many challenges for PE teachers, but it has also highlighted their resilience and dedication to their students' physical and emotional well-being.

Resilience is critical in the context of flexible learning during the pandemic. It is a necessary skill that enables students, teachers, and institutions to adapt to changing circumstances and overcome challenges. Developing resilience requires a growth mindset, willingness to learn and adapt, and commitment to continuous improvement. By fostering resilience, individuals and institutions can thrive in the face of uncertainty and build a brighter future. The pandemic brought drastic changes not just to one sector but to the totality of humanity; from the economy, the health sector, and even the educational area. In times like this, no one is prepared and no one anticipates this kind of situation, which is why it is no surprise to see tons of emotions, reactions, and feelings surrounding the pandemic. For many Filipinos, "resiliency" is a familiar word that they encounter numerous times throughout their lives (Mejia, 2020). In the negative connotation, headline after headline, story after story, the word "resilient" has appeared as a concept attributed in particular to the Philippines, developing into the phrase "Filipino resiliency." They seem to have been familiarized and desensitized to the calamities and disasters that have befallen their unique geographical situation and present politico economic state that they never even bother to question why they have had to be resilient in the first place (Mejia, 2020). Whereas, policies, rules, and laws should have been crafted and well-implemented based on the lessons learned from past unfortunate events to maximize them and lead to a more aggressive, competitive, and concrete risk reduction plan that encompasses all sectors. The advantages of physical education are undeniable. Teaching physical education is greatly affected by the aforementioned changes that test the resilience of the PE teachers and administrators to deliver the content of their subject area especially in the context of PE teachers, where the subject matter requires action, motion, and skill enhancement. These things are difficult to assess in an online course and need an actual execution to understand the training competencies of the discourse. Physical education has been one of the most challenging subjects to teach online. "Teachers work extremely hard," said Patricia Suppe, president of the California Association for Health, Physical Education, and

Recreation. "But the irony is, students need PE now more than ever, not just for physical health but mental health as well" (Jones, 2020). Teachers experience multiple and complex challenges in a profession that has seen work intensification, increased accountability and calls for improvements in teacher quality. Teaching is an emotionally demanding job, and levels of work-related stress, anxiety, and depression are higher in education than in many other occupational groups (Day, 2011). A shift in focus from teacher stress and burnout to teacher resilience offers promising perspectives for understanding the ways that teachers manage and sustain their motivation and commitment in times of change.

Numerous types of research have proven that resilience is a great way to handle sudden shock in the field of education, but most of these studies are being implemented in general education and different areas of expertise where the context of physical education is rarely discussed. In addition, published studies aligned to this are being done during the pre-pandemic, in which the education paradigm is completely different from the experiences of teachers during flexible learning. Associated with these, this research aims to explore the lived experiences of physical education teachers as they adapt to the abrupt vicissitudes of the educational paradigm shift from conventional to flexible learning. Furthermore, this study aims to answer how resilience affects the adaptation process, which led to the formulation of various interventions that cater to the pursuant of the subject matter delivery of PE educators while still realizing the battle cry of the Philippine Education institutions that education must continue.

This study has evolved to answer these central questions: What does a physical educator mean in terms of "resiliency in flexible learning" during a pandemic? What characterizes "resilient" physical education teachers in flexible learning during a pandemic?

This study attempted to address the following research questions:

1. What adjustments must physical education teachers make as the flexible learning strategy is implemented during the pandemic?
2. During the pandemic, how do physical education teachers adapt to the increasing prevalence of the flexible learning approach?
3. During the pandemic, what interventions have been developed and implemented to adapt the teaching of physical education courses?
4. How does resilience influence the adaptation of physical education teachers during a pandemic?

Methodology

Research Approach

The study employed a phenomenological research approach. This research style is appropriate for finding solutions to existing research challenges. Phenomenology aids in understanding the

significance of people's lived experiences. The purpose of this research is to investigate and characterize the resilience of physical education teachers who use flexible learning in the new normal. Purposive sampling was employed in this investigation. Purposive or deliberate sampling occurs when a researcher purposefully selects individuals and locations to learn about, comprehend, or experience a phenomenon (Creswell, 2012).

Description of Respondents

Respondents and participants were chosen based on the subset criteria in order to filter and harvest the teachers who are essential to the research, namely:

1. PE teachers should be employed at the Rizal Technological University during the Academic Year 2020-2021.
2. Respondents should have experienced teaching in conventional settings and flexible learning.
3. PE teachers should have handled either Service PE 1, PE2, PE3, or PE4 during the aforementioned academic year and grouped according to their taught subject.
4. Teachers should have recorded videos of their classes during the AY 2020-2021 that were subjected to observations.

Research Instrument Used

The research interview questionnaire used in Jayson De Vera's 2020 study, titled "Challenges and Teacher Resilience: The New Normal Classroom Instruction Using Social Media in the Philippine Context," was modified. The survey was employed to elucidate the firsthand encounters of physical education instructors in utilizing adaptable learning methods during the era of the "new normal." The revised questionnaire will be derived from the problem statement and will be adapted to suit the study's environment. This revised questionnaire underwent a process of triangular validation with specialists from the domains of Physical Education, Education, and Psychology. The purpose of this validation was to enhance and align the questions with the objective of the study. Furthermore, the researchers employed a theory that is suitable for the questionnaire. Furthermore, protocols for focus group interview were developed in order to cross-validate and collect additional essential data required for the study.

Data Collection

The subsequent research technique was administered. First is the one-on-one interview, which is used to gather data and information by employing conversation. The interviewer or the researcher collects data directly from the interviewee one-to-one. Focus group discussion is usually used as a qualitative method to understand social issues in-depth. The goal is to gather data from a purposely selected group rather than from a statistically illustrative sample of a wider population. In addition, FGD protocols are formulated to extract themes and aid as guiding principles to understand the

phenomenon in the study thoroughly. Moreover, observation is a technique that systematically chooses, watches, listens, reads, touches, and records the performance and characteristics of living beings, objects, or phenomena (iEduNote.com, 2021). Observation is a data collection method by which the researcher gathers knowledge of the researched phenomenon by observing it as and when it occurs.

Ethical Consideration

This research received a meticulous and thorough review by the University's Board Review Ethics to ensure that the investigation adheres to ethical standards and prevents any exploitation of the gathered material. Hence, the participants in this study were required to provide their signature on a permission form as evidence that they were not subjected to any type of coercion in their decision to take part in the inquiry. Additionally, they were explicitly told of their right to withdraw from or decline participation in the research at any point. The data and information obtained from the interview and FGD, including recorded videos and transcriptions, were stored on a secure computer accessible only to the primary author. After a period of 5 years, the data will be completely deleted for proper disposal.

Data Analysis

To treat and transform the data into information, the researchers utilized an inductive approach, thematic analysis, narrative analysis, and coding analysis.

The inductive approach involves developing theories or generalizations based on specific observations or data collected during the research process. The primary goal is to explore and understand the experiences, perspectives, and meanings that can be attributed to a particular phenomenon. In this study, the researchers used questions as a guide for analyzing the data. The researchers used interviews, observations, and textual and visual analysis to explore the answers to the questions and provide new insights.

Thematic analysis was used and applied to a set of texts, such as interview transcripts. The researchers closely examined data to identify common themes – topics, ideas, and patterns of meaning that came up repeatedly. The strategy for using this is to assemble the data just like how a jigsaw puzzle works to explain, depict, or describe a phenomenon. For unleashing the themes, researchers used techniques by Ryan and Bernard (2003) in identifying themes in qualitative data such as word repetitions, indigenous categories, constant comparison method, connectors, pawing, cutting, and sorting. In this research, the result of the interview was thematized based on the answers of the participants. The responses of the participants were coded and analyzed.

Coding analysis is the type of analysis that was administered during the research to succor the researchers in the process of labeling and organizing the data gathered during the one-on-one

interview, focus group discussion (FGD), and observation. The meaningful insights and rich description of PE teachers were coded, systematically organized, categorized and interpreted. The researchers started with familiarization with data by immersing the transcripts of field notes, observations, and interviews from PE teachers. The researchers used open coding to identify ideas and patterns from that transcripts and responses of PE teachers. After going through open coding, a codebook was developed to identify the codes and define them. The codebook served as a reference guide to the researchers. After coding the transcripts of the interviews of PE teachers, researchers went through axial coding. The researchers use axial coding to identify connections and relationship to develop patterns. The consolidated categories refined the axial coding through selective coding. Constant comparison of the developed axial coding from the transcript of PE teachers from the interview through an iterative process was conducted. After constant comparison, saturation, interpretation, and reporting followed after to solidify the themes.

In this study, it was anticipated that several concepts and sub-themes were unleashed. There was a need for regrouping and eliminating irrelevant data. Data frequently used, ideas that surprised the researchers, and concepts that opposed recent studies were extracted. By having these, major themes will have arisen and identified. In addition, this study anchored the systematic explication of the data of Hycner (1999) which has five (5) phases:

1. Bracketing and phenomenological reduction
2. Delineating units of meaning
3. Clustering of units of meaning to form themes
4. Summarizing each interview, validating it, and, when necessary, modifying it
5. Extracting general and unique themes from all the interviews and making a composite summary

As the data was acquired, it underwent a series of validations such as bracketing, member checking, peer debriefing, and triangulation. The result went through bracketing by setting aside preconceived notions and assumptions about the phenomenon of the study. The researchers went through member checking by sharing the findings with the teacher participants to verify the accuracy and authenticity of the gathered data by conducting follow-up interviews and discussions to provide participants with summaries of the obtained data. In the peer debriefing, the researchers invited experts in qualitative research and discussed with them how the research process went, the results of the findings, and how the data was interpreted. The final stage of validating the results was triangulation. Using the reviewed data and results of the study, the researchers used multiple methods of data collection to gain a comprehensive understanding of the phenomenon. The researchers used interviews, observations, and documents to corroborate and validate the findings. After going through validation procedures, the researchers developed themes when the data collection reached a saturation point and no longer emerged from the findings.

1. Results and Discussion

In order to understand and explore the central questions, the results of the interview were generated. Developed themes were used to evaluate the lived experiences of physical education teachers in the new normal. Figure 1 shows the 19 sub-themes and four major themes that emerged. These allowed the discovery of the essence and the lived experiences of physical education teachers of Rizal Technological University during the implementation of flexible learning.

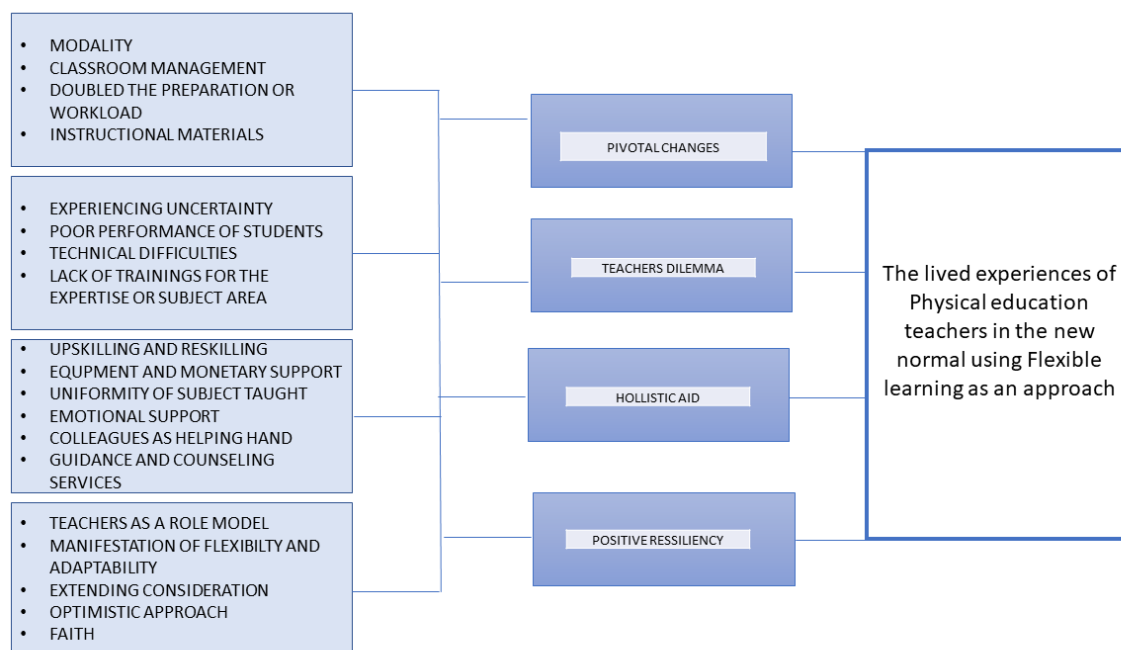


Figure 1. Sub-themes and Coded Themes

Theme 1 – PIVOTAL CHANGE. Pivotal change refers to the experience or method that explains the vicissitudes in the modality, classroom management, preparatory activities, and instructional materials confronted by PE teachers during the complete implementation of flexible learning.

The first theme discusses the abrupt and tons of changes in PE teachers as they face new normal education. Vicissitudes in the educational sector affect the entirety of the lived experiences. Having lived in conventional settings differs from the new normal. Teachers had a bittersweet experience during the transition period. Modality shift from conventional to flexible learning brought disorganization and discomfort to every educator in the field. These changes encountered supported the study of (Korc et al., 2021) that show that PE teachers from different countries have different opinions about online teaching. There are pros, cons, and challenges of online teaching in primary and secondary schools in Croatia, Poland, and Bulgaria such as intellectual property of the materials and the quality of the lessons. Challenges encountered were mentioned by (Kim et al. 2020) who showed that people did not think online teaching was a good idea during the COVID-19 outbreak. The

results of this study showed that all of the people who took part were excited to teach physical education in person because they missed getting to know their kids in person.

Teaching is a dynamic and ever-evolving profession, and as such, changes are inevitable. Here are some of the changes that teachers may encounter in their profession particularly technology integration, inclusion and diversity, blended learning, changes in curriculum, teaching methods, new teaching methods, and assessment methods.

- a. *Technology Integration:* With the rapid advancements in technology, teachers must adapt and integrate technology into their teaching methods to keep up with the changing times. The use of technology can enhance the learning experience for students and increase their engagement in the classroom;
- b. *Inclusion and Diversity:* Recently, there has been an increased focus on inclusion and diversity in the classroom. Teachers need to create an environment that is welcoming to all students, regardless of their backgrounds. This requires a shift in teaching methods to incorporate strategies that promote inclusion and diversity;
- c. *Blended Learning:* Blended learning combines online learning with traditional classroom instruction. With the advent of online learning platforms and tools, teachers are incorporating these into their classroom instruction to create a more personalized learning experience for students;
- d. *Changes in Curriculum:* Curriculums are constantly changing to reflect new information and advances in various fields. Teachers need to stay up-to-date with these changes to ensure that they are teaching the most current and relevant information to their students;
- e. *New Teaching Methods:* Teaching methods are constantly evolving as well. Teachers need to adapt to these new methods and find ways to incorporate them into their teaching style to keep their students engaged and motivated; and
- f. *Assessment Methods:* With the focus on personalized learning and student-centered teaching, assessment methods have also changed. Teachers need to find new and innovative ways to assess student learning that goes beyond traditional tests and exams.

Seasoned teachers are directly affected by the said transition. *"Actually, at the beginning of the transition, I am worried about the teachers that are seasoned because most of them are not technology literate,"* Respondent C (Worried) said. Online education plays a vital role in a flexible learning approach because classes are being delivered in an online platform. *"It is really an advantage to be computer literate teaching PE online or in flexible learning, I think becoming computer literate is one of the essential skills. In this kind of scenario, we need to engage ourselves in technology,"* Respondent C added.

Respondent A gives highlights anent the transitioning of instructional materials from a conventional to a more flexible learning approach as she mentioned that *"You can survive presenting your topic to your student if you explore more about the computer or different learning platforms."*

You may give them the best learning experience that they deserved during the pandemic," (Persuasive).

These changes in the modality of teaching are well observed in their class discussion. In their recorded classes, they have shown exemplary performance in manipulating multiple online platforms. Respondent D used an educational platform to record herself and cascaded the file to her students to ensure that students can go back and review the topic in times of confusion. Same with Respondent B, maximized various platforms were used to arouse the students by employing a game.

When the teachers were asked if there are changes in terms of their experiences with classroom management, they agreed on one thing; class management is quite hard and it changes a lot.

"In face-to-face teaching, I can tell if my students are learning through their responses and expressions, and when they do not understand something right away, I can manage it," Respondent E denotes in a disappointed manner.

Respondent A also noted, *"It's really hard for us P.E. Teachers due to a lot of factors to consider, especially in our subject that caters to movement. Activities are hard to evaluate due to the limitation of resources and convenience of space for my students."* Teachers were having a rough time managing their classes due to the sudden changes, distance, and even platform. These teachers are conditioned to manage their classes in a face-to-face setting before. Aside from these reasons, class is hard to manage if the student is not hundred percent present in the lesson. *"I just want to say this honestly, not everybody is willing to participate in the activities and discussion,"* Respondent A (Disappointed) stated. Despite this saddening truth, teachers are keeping their promises to educate their students by employing various techniques. Respondent E mentioned that, *"I improved my materials to catch their attention, and if I think that they are not with me, I call names, and that awakes them that they have to participate."*

Despite hardship, PE teachers find a way to pursue their oath of promise to deliver quality education. These instances can be seen in their teaching performance. On the teaching video recording of Respondent D, she made sure that authority was being served by having a well-modulated voice and keeping their camera open to secure that everyone is engaged and focused. Respondent B also manifests good management when he entertains problems of his class while discussing simultaneously without getting interrupted and buckled. In that sense, witnesses still apply even in the face of transition and familiarization that signifies passion for their chosen craft.

Most of the apparent transition PE teachers faced was the preparation for their subject matter. Knowing the nature of the subject is after the skills acquisition, movement enhancement, fitness, sports, and all the things that are related to kinesthetics. Respondent A stated that *"PE teachers use their body as their aid"*. In a conventional setup, PE teachers maximize their skills to demonstrate their topic, and it is effective and efficient. *"But in an online class set up, I think talking alone will not survive at all; It will not engage our students considering that they are in their different environments and destructors are present,"* Respondent A explained. Also, she added that flexible

learning doubled the preparation of PE teachers. Teachers have to prepare a lesson for their synchronous activity like their instructional materials. Asynchronous classes should also be minded, and it requires a lot of factors such as whether the activity should be done in an individual aspect or in a collaborative effort. These two aspects bring impact not just to teachers but to students as well. Collaborative or group work will give them more pressure since they have their differences when it comes to their internet connection and time availability because some students are working.

The COVID-19 pandemic has forced many educational institutions to implement flexible learning approaches to ensure the continuity of education for students. This has significantly impacted physical education classes, which typically involve in person instruction and hands-on activities. However, with the prevalence of flexible learning, physical education teachers have had to adapt their teaching methods to ensure that students continue to learn and remain active despite the challenges posed by the pandemic. One of the primary ways physical education teachers have adapted to the increasing prevalence of flexible learning is by utilizing technology. They have embraced various online tools to deliver their lessons, including video conferencing platforms, educational apps, and online fitness challenges. This has enabled students to participate in physical education classes remotely and engage in various physical activities, including yoga, stretching exercises, and strength training, without leaving their homes. In addition to utilizing technology, physical education teachers have also had to become creative in their teaching methods. They have had to develop new strategies to keep students engaged in physical activity while working within the constraints of remote learning. For example, some teachers have created virtual scavenger hunts, where students search for items in their homes while performing specific exercises. Others have created interactive videos that guide students through various physical activities and challenges, including dancing, jumping jacks, and other cardio workouts.

The new normal brought a new landscape in the educational sector, changes equate to a new beginning, and the participants in this study depicted strong will to cope and keep the flame alive.

Theme 2- TEACHERS' DILEMMA. Teachers' dilemma refers to the challenges faced by PE teachers with two or more options in the areas of ethical, moral, personal, and professional dilemmas. Also, it refers to the unfavorable conditions and experiences that affect the teacher's well-being and teaching abilities, such as uncertainty, a drop in student performance, technical constraints, and insufficient training for the area of specialization.

Theme 2 discussed the dilemma experienced by PE teachers in the new normal. Meanwhile, this theme tackles how P. teachers cope with the sudden shifting paradigm in the education field. First on the list that helps them to adapt is they embrace the fact that change is inevitable and that the education landscape will undergo reshaping and reform. *"Even if it takes time and effort, as long as you are willing to change, you can get along,"* Respondent E said. *"This pandemic taught me to be more flexible and resourceful,"* Respondent C's positive behavior and being optimistic in this kind of

situation were displayed. These perspectives fall under the growth mindset of Carol Dweck who explains that thriving on challenge and hardship is a way to strengthen and hearten the springboard for growth and for stretching our existing abilities.

This theme reveals the teachers' dilemma or the PE teachers' struggles in coping with the new normal. A number of hindrances are being identified during the research, but the most dominant problems were discussed on this theme, and some of the problems are being merged to formulate a more essential and bigger dilemma. The most cited problem of PE teachers is technical difficulties. Flexible learning demands a variety of modalities, including online learning that requires quality equipment like laptops and a strong bandwidth of internet connection.

"At the beginning of the transition of flexible learning, most teachers cannot cope with the changes because our laptops don't have good specs or features that will cater for the whole day class and advanced applications," one respondent mentioned. Intermittent internet connection also has an impact on the teaching and learning process. As the internet gets, the slow momentum of both teachers and students is being ripped. The difficulties mentioned above lead to a more severe problem: students' lack of interest in the discussion. Teachers' poor connectivity and low specs of the gadget equate to the poor performance of teachers as they failed to prepare well and engage their students in the discourse.

The worst part of these problems can be observed in the video recording of one of the participants. As the teacher's laptop suddenly refreshed, the class was left unattended in the virtual meeting. Some students were having a good time and chitchats, and one student was heard saying, *"My baby has disconnected; I already told him that he better stay here at home and conduct his class."* This scenario reflects that technical difficulties lead to unprecedented experiences. Good thing that the teacher in this class knew how to handle this kind of situation gracefully.

The participants also mentioned a lack of training or webinar relative to physical education. When participants were directly asked if there were webinars conducted by the administration specific to PE, they replied hesitantly.

"In our field and specialization, none," "In PE, it's really hard to conduct seminars and workshops. Personally, I admired the one PhysEd because they try to give us some knowledge about sports and physical education content; I think it would be great if our department also adopts this kind of improvement," two respondents (Hopeful) stated. *"I attended a webinar in arnis previously last month of May. It is a one-month webinar wherein we discussed an online setup teaching Arnis the RTU does not provide, but still, the faculty encourages one another to explore or learn more about teaching the PE subjects in an online setup,"* another respondent said.

PE teachers are already skilled and experts of their relative specializations, but retraining, upskilling, and enhancing their capability is an investment that will benefit all of the stakeholders. *"The good thing in our department in the IPE is that the faculties are sharing different webinars*

that they see on social media. These are free webinars that focus on the delivery of instruction in PE," Respondent C (Glad) said.

Support and encouragement from colleagues and the department are great. Still, it would be better if there were available training specialized in the subject taught to be updated and equipped the teachers with the trends in teaching PE in a flexible learning approach.

Participants felt anxious and uncertain at the start of the transition period. *"I feel nervous at the start because I don't know what to think and anticipate,"* one respondent stated. It is no surprise to feel that way if there is uncertainty in what flexible learning might bring. She also added that *"teaching online changed my attitude and perspective in teaching"* pertains to how to handle students in a more flexible and lenient approach. Both conventional settings and flexible learning setups have the same story that bothers PE teachers, which is the poor performance of the students. *"In involvement of our students online, their engagement is quite poor,"* Respondent E mentioned. Poor class engagement results in low performances, failure in examinations, and wrong execution of skills. These outcomes directly affect the PE teachers' preparation, methodologies, and assessment. *"I have to improve my materials because that's the only way to catch their attention and involve them in my subject,"* Respondent E said. As the old saying goes, *"Students' problem is the teacher's problem as well"*. The teacher is always the one who adjusts to the needs of the students. If the students have no connection, the teacher should think of a way to deliver the content offline. *"You have to be more flexible considering the situations of all the students and involved your class which is a matter of adjusting to the end of the teacher and to help your students easily cope up to their needs, so as their teacher, learn to find ways,"* according to Respondent E. The participants also recognized that their students face lots of problems just like what they are experiencing. *"If we feel that it's hard for us, let's consider the situation of our students too. We have to initiate to prepare ourselves to be more organized and maintain composure,"* based on Respondent B. Teachers also valued that they are the role models of the room and that they have to manifest strength and preparedness during class. That is why Respondent A said he ensured to face the class physically, mentally, and emotionally prepared. He also added that these mindsets are already inculcated in his mind.

THEME 3 HOLISTIC AID. Holistic Aid denotes the various applications of solutions that address the emerging difficulties and challenges during the transition. It also indicates the steps of overcoming difficulties by means of continuous capability training, equipment and additional teaching resources, uniformity in the subject taught, strengthened support system, and emotional guidance from various experts.

Tangible materials like laptops and monetary support are vital in surpassing this transition. When the participants were asked if they received support from the administration in terms of equipment and internet allowance, they had similar answers.

Respondent C stated happily that RTU provided a laptop. She explained that the laptop given by the admin is high-end and has good features that can cater to applications and online platforms that can be utilized in the daily preparation of their instructional materials. Respondent B also added that monthly, they received an internet allowance. These gestures from the administration show that they are well invested in their faculty's flexible learning starter kit that can be used for better instruction and teaching experience.

However, this equipment should be adequately utilized in which every stakeholder should be well benefited. With that being said, the RTU administration launched its Learning Management System called e-RTU.

"The LMS contains the subject description, modules, assignments, and output of the students," Respondent A said. Respondent B also added that the goal of this LMS is to have quality and easy access to education for the end of the students. Concerning launching the LMS or e-RTU, the administration also conducted rigor and a series of webinars that deal with the development of technological or computer literacy of their faculty. PE teachers recognize its essence as they appreciate and accomplish the training given. *"Personally, I allot time to learn how to use a different platform and LMS or the learning management system,"* Respondent A also insisted that in this kind of scenario, there is a need to maximize technology to deliver content precisely and effectively. In both focus group discussions and personal interviews, respondents mentioned various educational platforms aside from their own LMS, which is Moodle, that helps them to attain the competencies of their subject area.

Therefore, the RTU administration is serious and committed to upskill and reskill their faculty members, shaping and preparing their teachers to function well in a flexible learning setup. But beyond these numbers of training and webinars, PE teachers are more grateful because they feel like their sanity and mental health are being prioritized as well. Respondents mentioned that RTU Guidance and Counselling Services Center conducted a series of webinars that deal with the mental health aspect of both students and faculty. *"Mental health awareness and mental state webinars are being organized by our institution before we formally go to the opening of classes,"* according to Respondent B.

The most quoted antidote of PE teachers is their bond and connection with their colleagues. Their co-teachers serve as their support system amid uncertainties. One of the participants quoted that "bayanihan" in RTU-Institute of Physical Education is still alive. Also, in the FGD and interview, teachers expressed their gratitude towards their colleagues due to their selfless act to share their expertise and knowledge. *"By the help of my colleagues, the encouragement and guidance I felt made me more confident to face my students and prove to them that it is more fun and enjoyable in PE not just in face-to-face but in the flexible learning too,"* based on Respondent E. This kind of understanding results in a more organized and uniform bond not just personally but also in the field of work. IPE decided to have a uniformity of topics in their respective syllabus inspired by the MELCS

or the Essential Learning Competencies of the Department of Education. But the institution has always grounded that academic freedom is considered and followed.

These interventions lead to a more united institution that creates a positive environment that produces happy and effective teachers. The RTU community proved that they might be physically distant but never socially apart.

THEME 4-POSITIVE RESILIENCY. Positive resiliency refers to the strength and scaffolding of positive attitudes that are being manifested to keep abreast despite the transition. Positive resiliency revolves around being a role model as a teacher that manifests flexibility and adaptability, a showcase of being a lenient, optimist, and God-centered person.

Being exposed to a sudden change of settings challenged the system and the people's perspectives who undergo an enormous transition. This theme will expose how PE teachers perceived and manifested their resiliency during the implementation of flexible learning in the new normal.

"Number one you need to secure is your mental health," Respondent A valued his mental state as he prepared for the conditions of his being before facing the hurdles of the transition. Respondents also quoted that learning to manage emotions or having self-control despite the discomfort plays an essential role in adjusting. Through this, it can buy some time to rethink and reassess the game plan to be administered. In addition, PE teachers valued the bright side of a letdown. According to Respondent E, *"Being able to accept disappointments from your experience brings new learnings, and it pounds your eagerness to do more"*.

"This is not the lowest point of my teaching career; I took advantage of this situation to learn more and explore new things," one respondent mentioned. Moreover, being an optimist or seeing the bright side in each unfortunate circumstance is essential to pursuing the educative process. *"Having this kind of mindset can help us to conquer the challenges brought by this new normal,"* the respondent added. Along with flexibility and adaptability, which is the most quoted positive attitude, helps the participant to be more adaptive to the needs of the time.

Correspondingly, consuming this behavior makes the respondent more adept in exploring, learning, and implementing the newly acquired knowledge quickly. More than that, Filipino resilience still emanates from their actions as they conceive that to survive, having faith in self and God makes the dream work. *"I am not prepared, but having my faith in my capability and with Lord, it calms me and helps me,"* Respondent A expressed. *"Have faith in God that you can do it and just believe in yourself, all of these are just matter of phasing and part of being alive,"* she added.

Above all, PE teachers value being lenient to their colleagues and especially to their students. Because they recognized that everyone is adjusting and new to this setup so being human and considerate is the most important quality to possess during the transition creating a harmonious and conducive environment that produces quality teaching and learning experience. Respondent E emphasized, *"Let's embody the quote, 'Don't just do it, Do it right'"*.

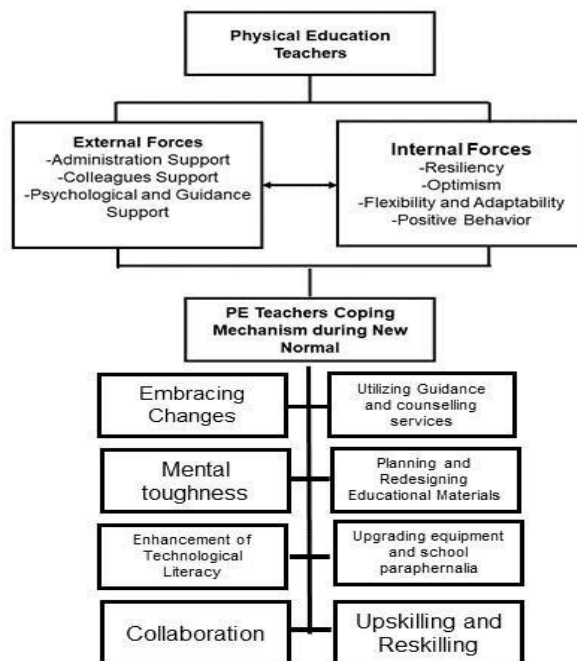


Figure 2. Coping Mechanism Framework of Physical Education Teachers

Figure 2 reveals the Coping Mechanism Framework of Physical Education Teachers as they experience swift vicissitudes in the educational landscape that lead to discomfort and numerous dilemmas. As the framework explicated, the coping mechanism of PE teachers has two (2) significant forces that distress their coping and adaptation. One of the forces is the internal force which includes the inner drives that help them adapt and reshape their personalities that will jive with the needs of the circumstances. Resiliency is a key factor that aids in bouncing back and formulating game plans with an optimistic and realistic approach that engages the problems experienced. Meanwhile, external forces were also identified as the outside motivational factor that supports the PE teachers in progressing and addressing the gap. Administration, colleagues, and psychological presence play a vital role in managing a particular affliction. These (2) factors brought enormous assistance to the holistic reorganization of PE teachers that made them embrace changes as they maximized available services of their guidance and counseling services, turning them to be mentally tough in facing struggles. In addition, in the peak of educational transformation, PE teachers likewise transform and redesign the educational materials to cope up with the rapid changes of information with the supervision, integration, and collaboration of their colleagues as they exchange theoretical ideas that will support one another and come up with a concrete plan that will enhance the teaching and learning process during the new normal. Also, as part of the investment, retooling, upskilling, and re-learning are significant actions to compose their essential skills. Correspondingly, these forces require them to prepare their tangible paraphernalia, such as their teaching equipment, to offer a quality educative process.

Another way that physical education teachers have adapted to flexible learning is by focusing on developing students' mental and emotional well-being. With the pandemic causing significant disruptions to daily life, many students were experiencing increased stress, anxiety, and other mental health challenges. Physical education teachers have recognized this and have adjusted their lessons to provide students with activities that promote mental and emotional well-being, such as meditation, mindfulness exercises, and relaxation techniques. As they adjusted to the new normal, PE teachers experienced significant changes in modality, approach to teaching, classroom management, workload, and even instructional supplies. Physical education teachers put themselves through rigorous self-development by conditioning, altering their life attitudes, developing their technology and computer literacy, reskilling and upskilling on a regular basis, and surrounding themselves with people who aid and encourage them.

Implication of Study

Teachers' resilience has made them more flexible and adaptable to changing requirements, allowing them to continue their noble vocation despite discomfort. Also, resilience teaches PE teachers to be more forgiving and to see things from a different perspective. They also learned how to maximize the power of togetherness. Resilience can significantly impact the adaptation of physical education teachers during a pandemic. Resilience refers to an individual's ability to cope with and bounce back from challenges, adversity, and stressful situations.

In the context of a pandemic, physical education teachers may face various challenges, including changes in teaching methods, social distancing guidelines, and remote learning. Physical education teachers who are resilient may be better equipped to adapt to these challenges and continue to provide high-quality education to their students. For example, resilient teachers may be more likely to embrace new teaching methods. Resilient teachers may be more open to trying new teaching methods, such as online learning platforms or virtual coaching that can help them continue to engage and motivate their students. They stay organized and focused. Resilient teachers may better manage their time and resources effectively, prioritize their tasks, and maintain a positive attitude during times of stress and uncertainty. They maintain positive relationships.

Resilient teachers may be better able to communicate and collaborate with their colleagues, students, and families, which can help them stay connected and engaged even when physical distance is required. They also seek support when needed. Resilient teachers may be more likely to seek help and support from their peers, mentors, and other resources when they feel overwhelmed or uncertain. Overall, the ability to be resilient can help physical education teachers adapt to the challenges of a pandemic and continue to provide meaningful education to their students.

2. Conclusion and Recommendation

In consideration of the findings and results, these are the following conclusions derived from the study:

- a) At the outset of the changeover era, PE teachers were concerned that they might not attain the required qualifications for their discourse. During an online class, they also encountered technological difficulties that resulted in unprecedented circumstances. Physical education teachers supported adjustments that resulted in a reevaluation and rethinking of how to deal with the situation despite their fear.
- b) As part of the preparation for flexible learning, physical education teachers upgraded and retrained their computer and technical literacy. Multimedia, applications, educational online platforms, and even social media have been leveraged as instructional elements to increase student engagement. But as the above-mentioned literacy improves, the absence of training per competence causes the field of specialization to fall behind and become obsolete.
- c) The school administration did an excellent job of being kind to their employees beyond material or financial support. The RTU emphasizes the value of their employees' mental health and stability.
- d) The pandemic may alter the educational scene, but it does not sever the link between the RTU-IPE professors. They demonstrated that they could be physically separated but never socially divided. That just strengthens the institution's cohesion.
- e) The RTU "Bayanihan" continues to exist, and Filipino resiliency has improved. Faculty members are not just resilient, but also resilient with a progressive plan.
- f) The motivation for PE teachers to recover is to provide students with a high-quality learning environment.
- g) According to the Metatheory of Resilience, participants are on the third wave of resiliency which is Innate Resilience. whereas, they already discovered, explored, and embodied the quality of resilience as they bounce back from disruptions and progress toward development. The researchers recommend the following:
 - a) The institution should recognize the significance of mental health and well-being for physical education teachers by providing resources and support systems and training to assist teachers in coping with challenges they face pre and post pandemic era.
 - b) The institution should encourage self-care practices and promote work-life balance and provision to share experiences of teachers in a safe and supporting environment.
 - c) There should be provision for collaborative and supportive learning community for teachers in facilitating regular meetings or forums to share their experiences and support one another.

- d) The institution should invest in training and professional development programs to enhance its technological competence that support and guide teachers to adapt to online and hybrid learning environment.
- e) There should be promotion and development of flexible curriculum and assessment methods that will address flexible learning modalities, online, and hybrid learning.

REFERENCES

- Alhawsawi, H., Alhawsawi, S., & Sadeck, O. (2023). Understanding resilience and coping in a digitally transformed educational environment during COVID-19. *Journal of Further and Higher Education*, 47(2), 242-254.
- Allen, M. (Ed.). (2017). *The SAGE encyclopedia of communication research methods* (Vols. 1-4). SAGE Publications, Inc. <https://doi.org/10.4135/9781483381411>
- Bujones, A. K., Jaskiewicz, K., Linakis, L., & McGirr, M. (2013). A framework for analyzing resilience in fragile and conflict-affected situations. Columbia University SIPA.
- Day, C., Edwards, A., Griffiths, A., & Gu, Q. (2011). Beyond survival: Teachers and resilience. In *Key messages from ESRC-funded Seminar series*. Google Scholar.
- DiBernardo, M. (2020, June 19). Teachers adapt to "new normal." Archdiocese of Miami. Retrieved from https://www.miamiarch.org/CatholicDiocese.php?op=Article_archdiocese-of-miami-teachers-adapt-to-new-normal-covid19
- Education: From disruption to recovery. (2020, September 8). UNESCO. Retrieved from <https://en.unesco.org/covid19/educationresponse>
- Education system resilience. (2019, November 18). International Institute for Educational Planning. Retrieved from <http://www.iiep.unesco.org/en/our-mission/education-system-resilience>
- Hatlevik, O. E., & Bjarnø, V. (2021). Examining the relationship between resilience to digital distractions, ICT self-efficacy, motivation, approaches to studying, and time spent on individual studies. *Teaching and Teacher Education*, 102, 103326.
- Gupta, S., & Chen, Y. (2022). Supporting inclusive learning using chatbots? A chatbot-led interview study. *Journal of Information Systems Education*, 33(1), 98-108.
- Heard, I. R. (2019). Converting traditional learning to online environments. In A. S. Hayes & T. O. Adger (Eds.), *Faculty roles and changing expectations in the new age* (pp. 36-49). IGI Global.
- Jones, C. (2020, November 5). How P.E. teachers are trying to get students off the couch during the pandemic. EdSource. Retrieved from <https://edsources.org/2020/how-p-e-teachers-are-trying-to-get-students-off-the-couch-during-the-pandemic/642765>
- Kim, M., Yu, H., Park, C. W., Ha, T., & Baek, J. H. (2021). Physical education teachers' online teaching experiences and perceptions during the COVID-19 pandemic. *Journal of Physical Education and Sport*, 21, 2049-2056.

- Konukman, F., Filiz, B., & Ünlü, H. (2022). Teachers' perceptions of teaching physical education using online learning during COVID-19: A quantitative study in Turkey. *PLOS ONE*, 17(6), e0269377.
- Korczyk, A., Krzysztozek, J., Łopatka, M., Popeska, B., Podnar, H., Filiz, B., & Bronikowski, M. (2021). Physical education teachers' opinion about online teaching during the COVID-19 pandemic: Comparative study of European countries. *Sustainability*, 13(21), 11730.
- Lee, M. J., & McLoughlin, C. (2010). Applying Web 2.0 tools in hybrid learning designs. In Y. E. Hasan & R. L. Lester (Eds.), *Handbook of research on hybrid learning models: Advanced tools, technologies, and applications* (pp. 371-392). IGI Global.
- LEXIA LEARNING. (2020, May 18). Adjusting to the new normal. Retrieved from <https://www.lexialearning.com/blog/adjusting-new-normal>
- Luthar, S. S., & Cicchetti, D. (2000). The construct of resilience: Implications for interventions and social policies. *Development and Psychopathology*, 12(4), 857.
- Mansfield, C. C. (2015). Building resilience in teachers. Murdoch University. Retrieved from <https://www.murdoch.edu.au/research/impact-and-engagement/building-resilience-in-teachers>
- Manzoor, A. (2016). Technology-enabled learning environments. In L. M. Thomas & R. L. Ron (Eds.), *Handbook of research on applied learning theory and design in modern education* (pp. 545-559). IGI Global.
- Mayzenberg, A. (2020). Accepting and adapting to a new normal for school. Retrieved from <https://www.collegexpress.com/articles-and-advice/student-life/blog/accepting-and-adapting-new-normal-school/>
- Mejia, G. (2020, November 5). Filipino resiliency is a myth and always has been. *The Manila Times*. Retrieved from <https://www.manilatimes.net/2020/11/06/opinion/columnists/filipino-resiliency-is-a-myth-and-always-has-been/791966>
- MELCs | Department of Education. (2020, July 13). Retrieved from <https://www.deped.gov.ph/2020/07/13/melcs/>
- Moore, C. P. (2020, October 12). Resilience theory: What research articles in psychology teach us (+PDF). *PositivePsychology.com*. Retrieved from <https://positivepsychology.com/resilience-theory/>
- Nang, A. F. M., Maat, S. M., & Mahmud, M. S. (2022). Teacher technostress and coping mechanisms during COVID-19 pandemic: A systematic review. *Pegem Journal of Education and Instruction*, 12(2), 200-212.
- Nicomedes, C. (2021). An exploration of Filipino resilience of young adults in the 21st century. *Research Gate*. Retrieved from https://www.researchgate.net/publication/345757270_An_Exploration_of_Filipino_Resilience_of_Young_Adults_in_the_21st_Century

- Physical education. (2020, October 6). Education Bureau. Retrieved from <https://www.edb.gov.hk/en/curriculum-development/kla/physical-education/index.html>
- Pokhrel, S., & Chhetri, R. (2021). A literature review on impact of COVID-19 pandemic on teaching and learning. *Higher Education for the Future*, 8(1), 133-141.
- Richardson, G. E. (2002). The metatheory of resilience and resiliency. *Journal of Clinical Psychology*, 58(3), 307-321.
- Rojas, F. J. A. M., II. (2021, May 23). Flexible learning as the new normal. *BusinessMirror*. Retrieved from <https://businessmirror.com.ph/2021/05/24/flexible-learning-as-the-new-normal/>
- Russel, T. (2013). Why resilience is critical in a learning environment. *Whole Child Education*. Retrieved from <http://www.wholechildducation.org/blog/why-resilience-is-critical-in-a-learning-environment>
- Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods*, 15(1), 85-109. <https://doi.org/10.1177/1525822X02239569>
- Suleimany, M., Mokhtarzadeh, S., & Sharifi, A. (2022). Community resilience to pandemics: An assessment framework developed based on the review of COVID-19 literature. *International Journal of Disaster Risk Reduction*, 103248.
- Shivshanker, A. (2020). The importance of building resilience into education systems. *Education in Crisis and Conflict Network*. Retrieved from <https://www.eccnetwork.net/learning/importance-building-resilience-education-systems>
- Sturm, M., Kennell, T., McBride, R., & Kelly, M. (2010). The pedagogical implications of Web 2.0. In Y. K. Dwight (Ed.), *Web technologies: Concepts, methodologies, tools, and applications* (pp. 1536-1553). IGI Global.
- Tarkar, P. (2020). Impact of COVID-19 pandemic on education system. *International Journal of Advanced Science and Technology*, 29(9), 3812-3814.
- Tastula, A. (2020, June 3). Adapting to the new normal: The education system in times of crisis. *Elm Magazine*. Retrieved from <https://elmmagazine.eu/adult-education-and-the-unexpected/adapting-to-the-new-normal-the-education-system-in-times-of-crisis/>
- Vernadakis, N., Giannousi, M., Tsitskari, E., Antoniou, P., & Kioumourtoglou, S.