LIVED EXPERIENCES OF TERTIARY PHYSICAL EDUCATION TEACHERS IN QUARANTEACHING

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ABSTRACT

The inclusion of physical education in the curriculum in the new normal, and with the mandate on the adoption of flexible learning at the tertiary level caused by the Covid-19 pandemic forced physical educators to do *quaranteaching* or teaching in the quarantine. This study described the lived experiences of physical education (PE) teachers in *quaranteaching* utilizing Edmund Husserl's phenomenological qualitative research design. A total of seven PE teachers from two universities participated in this study which achieved data saturation. Anchored to Colaizzi's phenomenological approach and guided by different philosophies, data were analyzed and presented in two prong clustering. The results revealed that tertiary PE teachers experienced difficulties and yet learnt to innovate in terms of teaching the course, assessing, monitoring, and giving feedback to students, dealing with the internet and technology, and handling physical and cognitive situations. It is recommended that tertiary PE teachers undergo pedagogical and technological trainings

and workshops especially in the utilization of different learning platforms to help them improve their pedagogy and in the innovative use of digital tools and technologies to teach PE in the new normal. digitaliness

Purpose - The sudden shift from face-to-face to online learning compelled educators including physical educators to teach PE in the midst of quarantine, with no face-to-face interaction. This study described the experiences of tertiary PE teachers in teaching PE in the quarantine.

Methodology - The study utilized the descriptive phenomenological qualitative research design by Edmund Husserl. The participants were seven PE teachers from two state universities in Cebu, Philippines, selected through purposive snowball sampling. Data gathered were analyzed through Colaizzi's approach of data analysis and presented in two prong clustering.

Findings - The study revealed that the experiences of tertiary PE teachers in teaching PE during quarantine can be described under two classifications. They experienced difficulties and yet learnt to innovate in terms of teaching the course, assessing, monitoring, and giving feedback to students, using the internet and technology, and handling physical and cognitive situations.

Significance - The study has provided a better understanding of PE teachers by revealing their challenges, struggles, needs, strengths and weaknesses in quaranteaching. Results of the study could serve as a basis for implementing trainings, workshops and webinars related to pedagogy and technology enhanced learning to assist PE teachers in teaching in the new normal.

Keywords: Lived experiences, tertiary physical educators, quaranteaching, Covid-19 pandemic, physical education.

INTRODUCTION

The coronavirus disease 2019 (Covid-19) did not exempt anyone. All sectors of society were affected, including education. According to Education International (2020), the pandemic led to an education crisis whereby no one was prepared. When the quarantine was imposed,

everyone was advised to stay at home and observe social distancing to contain the spread of the virus (WHO, 2020). Everyone was ordered to follow the protocols and guidelines set by the Covid-19 Inter Agency Task Force (IATF). All public and private educational institutions, were temporarily closed to contain the spread of the virus.

The pandemic seriously impacted all stakeholders of the academe worldwide (Mailizar et al., 2020 as cited in Adnan & Anwar, 2020). UNESCO (2020) noted that the closure of various institutions due to the Covid-19 pandemic affected a total of 317,816,657 students worldwide, which included those enrolled in pre-primary, primary, lower-secondary, upper secondary, and students at tertiary level.

The Philippine educational institutions were confronted with surmounting challenges in its system of planning, implementation, and assessment (Toquero, 2020). Recently, the Philippines stated that 28,451,212 enrolled Filipino students were affected by the pandemic (UNESCO, 2020). This was due to the strict suspension of mass gatherings, school activities and face-to-face or in-person classes, which led to the adoption of flexible learning modes in delivering instruction (CHED Covid19 Advisory No.7). The implementation of flexible learning modes was intended to mitigate the abrupt impact of school closures, particularly the more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through *quaranteaching* (UNESCO, 2020).

"*Quaranteaching*" or teaching in the quarantine as defined by Pace et al. (2020) refers to the process of delivering instructions in the midst of community quarantine, where no physical and direct interaction occur between the teachers and learners. The teaching-learning process occurs in the virtual classroom and other learning platforms. This *quaranteaching* had thrust educators into unchartered territory. Although the curriculum has remained challenging, exploratory, integrative, and relevant, some educational institutions delivered lessons through virtual classrooms and other learning management system (NMSA, 2010 as cited in Pace et al., 2020).

This rapid transformation was linked to various obstacles and challenges at the particular point in time (Crawford et al., 2020 cited in Adnan et al., 2020). Many best practice approaches used in traditional classroom settings could be effectively applied in the

virtual environment; yet how they were applied to online teaching and learning differed (Goodyear et al., 2001 as cited in Pace et al., 2020). Perhaps the teachers were thinking of resetting and discarding all effective practices they had used in face-to-face classes.

In this century, instead of adhering to traditional modes of instruction both parties, the teachers and learners are expected to reverse traditional classroom-based learning and include new technology in presenting and sharing content knowledge. As traditional classroom instruction was restricted, this *quaranteaching* challenged teachers and educators the most as learning could not be halted. Teaching with no face-to-face interaction for the first time was a precarious process especially in the delivery of learning content that presented a huge challenge to educators such as the tertiary physical educators.

Tertiary physical educators are teachers handling physical education (PE) courses at the tertiary level. They are responsible for providing students with practical knowledge on varied activities with emphasis on fitness and wellness through certain activities which can be practised and enjoyed throughout one's lifetime. It includes the development of vital skills, principles of the activities, background of the activities and games, regulations, scoring, strategies, courtesies, and general safety precautions. Physical educators serve as facilitators to students in fulfilling the outcomes of PE tertiary programs which advocate leading an active and healthy life and the promotion of physical activities (Policies & Guidelines on the Implementation of Tertiary PE Programs).

The inclusion of PE courses in the Philippine curriculum became the talk of the town when Senator Gatchalian, chairman of the Senate Committee on Basic Education, Arts, and Culture proposed that only basic subjects like English, Math and Science would be retained in the new normal. Subjects like PE would not be included for a while considering that these are skills-related subjects, which require proper scaffolding from teachers or experts.

Nevertheless, various fitness enthusiasts and policymakers opposed this proposal. Physical well-being was something that could not simply be set aside, especially during the Covid-19 pandemic. One needed to keep promoting PE and regular exercise among children (Cayetano, 2020). Being physically active during the pandemic could strengthen

the immune system, to combat the virus (DOH, 2020 report). Cayetano (year) added that what mattered most was PE was not disregarded, and the need to teach children of the importance of taking care of their health while at home. After all, article 14 section 19 of the Philippine 1987 Constitution is evidence that PE should be at the forefront in order to be able to produce healthy and alert citizenry (Official Gazette of the Philippine Constitution).

The retainment of PE as one of the core subjects in the education curriculum in the new normal challenged physical educators the most especially in delivering quality PE utilizing new modalities of learning. It raised questions on how teaching-learning process was to be conducted in terms of instruction, assessment, application, providing feedback and monitoring progress without breaking the protocols set by the government so as to continue molding and producing healthy and alert Filipino citizens. How could one ensure that in the midst of quarantine learning and the development of students as priority?
 Despite the effects of the pandemic on the education sector, it was important that people still lived an active and healthy lifestyle and stayed focused on their life-long fitness and wellness through the quaranteaching of physical education. However, to what extent are teachers in the country, like PE teachers prepared when another crisis comes? How can PE teachers intervene easily and stay committed to fulfilling the program outcomes and instilling the importance of fitness and wellness among their students? These questions prompted the researcher to conduct a study on quaranteaching of PE.

This study aimed to describe the lived experiences of tertiary PE teachers in teaching PE courses during the quarantine. There was a need to know their lived experiences because this could help in having a better understanding of their situation during the pandemic when it came to delivering instruction without face-to-face interaction. Furthermore, the study described their experiences in teaching which provided information on things to be improved in the teaching-learning process of PE and on the modalities of learning in the new normal. The study could serve as the basis in implementing programs, trainings and seminar-workshops to improve the *quaranteaching* experiences of tertiary physical educators.

Philosophical Stance

This study could contribute hugely to the body of knowledge and help in improving the country's educational system. It could serve as a bridge in unlocking the experiences of the participants in trying times. Being caught in the situation, had led the researcher to examine issues that the researcher himself had also experienced during the pandemic. The researcher's authentic experiences yielded gaps that were not given adequate intervention and attention. Thus, this study was anchored on three assumptions: ontological, epistemological, and axiological assumptions.

Ontological Assumption

Reality is subjective and there is no single reality. There are multiple realities depending on the individual's experiences, beliefs, opinions, and perspectives. Reality is stocked in one's mind and knowing what is real is when we hear and see it. This study intends to describe the lived experiences of PE teachers in teaching PE during the quarantine, specifically, the teaching-learning process, the challenges encountered, the opportunities perceived and the essential qualities of an effective teacher when teaching using new modalities of learning. Through this study, the teachers were given the chance to share their insights, beliefs, and opinions on certain phenomena. The researcher supports the idea that through direct experiences, realities exist and through different perspectives, multiple realities emerge. By simply enabling them to share and speak up it creates an avenue for constructing realities.

Epistemological Assumption

The epistemological stance of the study is constructivist. Constructivist research is subjectivist, meaning there is no single truth. Knowing the truth and real knowledge depends on how a person experiences things. In assuring that authentic truth would emerge, the three broad types of knowledge under epistemology namely, factual knowledge, practical knowledge and knowledge of people and places are used as guide. In the study, the researcher relied on vignettes or lines of the participants which served as evidence. While the researcher merely acted as an "insider", words from the PE instructors about their lived experiences in quaranteaching were the truth and real knowledge.

Axiological Assumption

The main aim of this study was to describe the lived experiences of tertiary PE teachers in teaching PE courses during the quarantine. Their lived experiences have given meaning to their world which was uncovered, and this has provided them with an abundance of opportunities. Values that clearly shaped their narrative were discussed by the researcher, and the researcher's own interpretation connected with the interpretation of the participants. The context of its value is also reflected in how this study could benefit not just the different stakeholders of the academe but also the policymakers and various members of the community. Chapter 1 of the manuscript clearly explained the purpose why this study was conducted and how helped a lot of people.

LITERATURE REVIEW

The delivery of PE with no actual face-to-face interaction has been contentiously discussed in particular, its implication in producing well-rounded learners due to the nature of the course (Goad & Jones, 2017). According to O'Brien et al. (2020), due to the nature of PE, which was more on experiential learning, desired results were difficult to meet. The COVID-19 outbreak reduced the experiential learning that was supposed to be experienced in the actual learning environment. Learning at home was ineffective since there was a lack of physical facilities (Tria, 2020).

The implementation of the PE program was also a challenge for PE teachers all around the globe. In Greece, teaching PE in quarantine was a stressful process. The transition from traditional to online teaching was a challenge. They had no fixed plan on what to do for the academic year 2020–2021. Nevertheless, they managed to engage on different digital platforms, but it was a stressful experience due to the lack of infrastructure (O'Brien et al., 2020).

In Portugal, although programs on technology literacy were focused, the virus was a lingering threat which could affect the efficacy and quality of teaching and learning. It was concluded that this pandemic greatly affected the PE curriculum and delivery. *Digitaliness* and technological support limitations had been the leading challenges

experienced by students, teachers, educators, and policymakers. Iaochite and Filhon (2020) posited that these challenges experienced by PE teachers decreased self-efficacy.

One challenge experienced in the teaching of PE in the quarantine was well-studied by Varea and Gonzalez-Calvo (2020). Their study about the lived experiences of PE pre-service teachers revealed that the teaching of PE in the quarantine not only affected the students and teachers, but it also lost the identity of PE. Students performed physical activities on their own and some did not wear sports attire which was the main identity of PE. Moreover, quaranteaching shifted different aspects in the teaching of PE which affected the experiences of pre-service PE teachers especially in teaching skills that could only be conducted virtually.

In terms of the implementation of PE, it requires consideration in its program to maintain the achievement of intended learning outcomes (O'Brien et al., 2020). Learning skills and having a healthy lifestyle could still be achieved during quarantine through PE (Filiz et al., 2020). Goad and Jones (2017) as cited in O'Brien et al. (2020) suggested the following significant factors to consider in integrating distance learning in Physical Education programs: (a) instructional practices model; (b) interactions of instructor and students; (c) online pedagogical and content knowledge transitioning; and (d) instructional and technological navigation tools.

Implementation of PE programs during the pandemic was filled with perceived opportunities. A study conducted by O'Brien et al. (2020) noted that in Finland, they were challenged by the threat of the pandemic especially during the opening of the academic year 2020–2021. Despite this, they managed to implement a well-developed structure for online teaching, learning and assessment which included striking a balance between the time taken for teaching methodology and existing digital infrastructure. O'Brien et al. (2020) added that in Ireland they intervened with web-enhanced trainings and distance learning skills seminars during the closure of schools. These trainings and seminars were intended to develop students and teachers' digital literacy and sense of belonging with the vast opportunities available in the digital environment.

Another opportunity perceived in the distance learning of PE was conducted in a study by MacPhail and Lawson (2020) as cited

in O'Brien et al. (2020). Four strengths were identified in the implementation of PE programs: strengths of specific programs, strengths of the institution, external links and strengths that were externally located. These contributed to the self-control, self-learning, and planning skills development of students (Hebebcil et al., 2020).

If there was one thing that one needed to consider in the delivery of distance learning, it was the pedagogy. O'Brien et al. (2020) identified pedagogy as a weakness especially in teaching PE. Traditional classroom approaches might be used in the virtual classroom, but how they were utilized might differ (Goodyear et al., 2001 as cited in Pace et al., 2020). McGee and Poojary (2019) asserted that distance learning has changed tremendously especially in the utilization of technology, however student-centered relationship must still be observed. Thus, it was important that suitable pedagogy was applied during the quarantine.

One approach suggested by experts is the "FLIP" by Flipped Learning Network (2014). This stood for flexible environment, learning culture creation, integrate intentional learning, and harness of professional educator self, as suggested by Pace et al. (2020). This approach in online instruction was deemed to deliver better quaranteaching and Tartavulea et al. (2020) found that this approach gave better delivery and interaction in the educational process.

Aside from approaches, numerous studies have suggested different styles in teaching such as expository and exploratory. Karahan and Aktop (2012) revealed that expository-like command style was widely used and suited teachers' preferences and provided a positive environment to the students and teachers. Consequently, Pace and Pettit (2020) suggested an exploratory style in terms of assessing students' progress; among them include product-based and problem-based learning. Wormeli (2020) as cited by Pace et al. (2020) preferred this style because it was more authentic than pure online learning.

Aside from approaches and styles, differentiated instruction in delivering content is important. Students must be given enough choices (Pace & Pettit, 2020). A study conducted by Garcia and Weiss (2020) showed that outcomes and learning styles varied due to gaps between educational resources and it was recommended to have personalized instruction and personalized tests rather than standardized tests. Diversity in pedagogy and activity was identified

as an opportunity for the teaching of PE in Finland, Greece, Ireland, England and Portugal (O'Brien et al., 2020). O'Brien et al. (2020) suggested creative and active learning experiences which comprised specific individual feedback, modelling on student's reflection, group discussion facilitation, adjustments to group projects in relation to course resources and personalized learning guide and model which contribute to individualized learning.

The teaching of PE during Covid-19 pandemic utilized various methodologies similar to European countries. Filiz et al. (2020) emphasized different methodologies in teaching during quarantine. In North Macedonia, online teaching and homeschooling became the option. Life-streaming, video recordings, student tasks and projects were some of the ways to deliver instruction. In Hungary, "movement diaries" was used to motivate students in PE class. Furthermore, in Italy, online distance learning became the method of teaching.

In addition, Filiz et al. (2020) added that in the United States, distance learning programs included physical education activities that could be done while at home. One hour of moderate to heavy daily physical activity based on WHO guidelines were still held in online sessions. Communication and interaction could be used to cope with the challenges. Good student and content interaction, and student-lecturer interaction contribute to effective learning (Hebebci et al., 2020). It is important that teachers develop their facilitation and communication skills (De Gagne & Walters, 2010).

Aside from having good facilitation and communication skills, teacher enthusiasm and good interpersonal skills were highly valued to have successful quaranteaching experiences. A strong spirit in online teaching, enthusiasm and being responsible teachers are important qualities and a great motivation in quaranteaching (Rasmitadila et al., 2020) Strong interpersonal skills in online teaching contribute immensely. According to Woods, Amanda et al. (2020) and De Gagne and Walters (2010), establishing a good interpersonal relationship with students must be the main priority.

METHODOLOGY

The researcher believed that conducting qualitative research was a systematic process which consisted of a series of steps. From

identifying the gaps, selecting the right method, gathering the necessary data, interpreting the data gathered, analyzing the data, to validating the results. Through these, identified gaps were given possible solutions. These were the methodological assumptions of the researcher in conducting the study. This was why appropriate method(s) were utilized by the researcher to gather the needed data.

Design

The researcher adopted the descriptive phenomenological qualitative research design by Edmund Husserl in conducting the study. Descriptive phenomenology was the best way to capture the narrative accounts of the participants, which reflected how they expressed, shared, and voiced their experiences through in-depth interviews (Gagne et al., 2010). Descriptive phenomenology aims to find out what the experiences were and how they were experienced. Through this approach, the world, and experiences of the PE teachers in *quaranteaching* were interpreted and given meaning.

Participants and Sampling Technique

Seven tertiary PE teachers from two state universities in Cebu, Philippines participated in the study. They were selected through purposive snowball sampling. Their selection was based on the following criteria: (a) must be a bachelor/masters/doctorate degree holder of any PE related program (b) must be a PE teaching faculty staff and teaching PE courses in the identified research locale in the academic year 2020–2021 and (c) must be teaching PE in quarantine engaging in new modalities of the teaching-learning process. Based on the sampling technique, the key informants recommended someone to be invited as one of the key informants of the study knowing that he/she had passed the set criteria.

Instrument

The researcher served as the instrument in the gathering of data. Non-directive interview was utilized with the help of a question guide. Google Meet was the platform used in conducting the online interview.

Date Gathering Procedure

The first step in the data collection of a phenomenological qualitative study was to ensure that biases and assumptions of the researcher

were avoided. This was prevented through the process of epoche or phenomenological reduction which included writing in a journal, the preconceived biases, assumptions, and beliefs of the researcher. In this way, one was assured of authentic truth revealed in the study. It was also through epoche that the lived experiences of the PE teachers were described without the influence of the researcher's point of view. This stage of the interview process played an important role because the researcher was reminded of his own biases and therefore was aware of the line of questioning. This stage of the online interview was also where the researcher was reminded that follow up questions and clarifications were based on the key informant's responses and not on what the researcher believed. During the interview all informants were asked the same leading question, "Can you please share with me your experiences in teaching Physical Education in the quarantine?" Right after the interview, data were then transcribed and analyzed through Colaizzi's approach of phenomenological data analysis.

Colaizzi's Approach of Descriptive Phenomenology Data Analysis

The researcher employed Colaizzi's (1978) approach in descriptive phenomenology data analysis in reporting the lived experiences of tertiary physical educators in teaching PE during quarantine. Colaizzi's approach helped the researcher in extracting, organizing, and analyzing of a set of data narrative. The themes generated in the analysis formed the researchers' basis in understanding the phenomenon studied.

These were the steps in the phenomenological data analysis using Colaizzi's approach. Each transcript was read and re-read to fully understand the content and context of the entire transcript. In each transcript, statements that were found to be significant and deemed to be related to the phenomenon studied were extracted. From these significant statements, meaning was formulated. These formulated meanings were classified under categories, and then clustered into subthemes before finalizing the themes. The final themes were integrated into an exhaustive description of the phenomenon studied. The themes generated formed the basis in describing the lived experiences of the teachers. This exhaustive description was used to retell the lived experiences of the informants. Lastly, the data that was presented, analyzed, and interpreted was validated by the informants to ensure that the results reflected their experiences. Besides, experts also validated the results of the study.

Rigors of the Study

Qualitative studies involve explanation and discovery of new information; and trustworthiness is considered as one of the appropriate elements in evaluating qualitative results. This can be done through clarifying the trustworthiness or rigors of the study. To ensure trustworthiness, four strategies advocated by Guba and Lincoln (1989) namely credibility, dependability, confirmability, and transferability were employed under each parameter in the study.

Credibility. According to Maher et al. (2018) credibility ensured that the measures of the study was on what was intended, and was an authentic reflection of the participants' lived experiences. This could be done by establishing rapport prior to the data collection and developing a trusting relationship with each other. Prior to the interview, the researcher invited the key informants and briefed them on what the research to be conducted was all about. In this way, the researcher got to know them better, and it was easier to develop rapport once the interview commenced. In addition, this stage enabled the researcher to better screen the key informants to ensure that they passed the set criteria. The researcher utilized a purposive snowball technique whereby based on the set criteria, prospective key informants who failed to fulfill the criteria could not participate. As one of the criteria, the study only catered for PE teachers teaching PE courses in the quarantine. The interview recordings were transcribed into text, before manual coding by the researcher with the assistance of experts. This ensured that only key informants' actual verbatim was used. Key informants' words were literally translated. Translation of the informants' verbatim was checked and validated by an expert. Epoche or journaling was utilized by the researcher so that biases were avoided. The data was subjected through the six steps of Colaizzi's approach in descriptive phenomenology data analysis. Credibility in describing the lived experiences of the PE teachers in teaching PE in quarantine was addressed through systematically selecting key informants and repeatedly reviewing the key informants' recordings and transcripts.

Dependability. To ensure that sufficient details were described and the study facilitated other researchers to replicate the work, dependability was systematically employed (Maher et al., 2018). In this study, the researcher described the lived experiences of PE teachers in teaching

PE courses during the quarantine. All data gathered were only based on the responses of key informants. The researchers ensured that the data gathered were verified by the key informants after the interview recordings were transcribed. One open-ended question was put forward and follow ups were only based on the responses of key informants. The question was critiqued by a panel of research experts for validation purposes. Once the data was analyzed, the results were validated by an expert for further verification of the phenomenon studied.

Confirmability. To ensure confirmability of the study, the researcher included data analysis technique that was suited to the nature of the study and to prevent biases. Epoche was utilized to avoid the researcher's biases throughout the study. Furthermore, the data analysis was clearly stated in the manuscript that manual coding was conducted with the help of an expert, following the steps of Colaizzi's approach in descriptive phenomenology. This was to ensure that the data gathered was properly analyzed. Review and verification were evident throughout the process of data analysis. All details were double-checked to ensure that data was based on the informants' responses, and no bias existed during the analyzing of data.

Transferability. To relate the ability of the study to other context or research, transferability was employed (Maher et al., 2018). The study focused on the lived experiences of PE teachers in the teaching of PE during quarantine. The researcher served as the instrument and investigator of the study. Thick description on the phenomenon was employed which consisted of the researcher's notes, journal, manuscript and how data was analyzed. Details of the study were explained especially in selecting the total number and the qualifications of key informants. The researcher allowed other researchers to assess whether the study was transferrable to their study.

Ethical Consideration

The conduct of the study commenced after the researcher was granted ethical clearance from the university's Research Ethics Committee (REC). Ethical protocols were observed prior and during the data gathering procedure. The researcher gave an informed consent form to the participants. Participation in the study was voluntary. Before the interview, the participants were informed that their conversations

would be recorded and used only for data analysis. Only the researcher had access to the recordings. The recordings were saved in the researcher's private disc and protected by codes. Pseudonyms were used in the entire process of the study to conceal the identity of the informants.

RESULTS AND DISCUSSION

The lived experiences of tertiary PE teachers in quaranteaching were described through two prong clustering. The main themes generated in the study consisted of difficulties and innovation in quaranteaching with the following subthemes: instruction, assessment, monitoring and providing feedback, the internet and technology and physical and cognitive situations.

Theme 1: Difficulties in Quaranteaching

The study revealed that tertiary PE teachers had a difficult time during quaranteaching of PE. The sudden shift to distance learning forced PE teachers to engage in different platforms without adequate knowledge and in-depth training in using such platforms to teach the course in the absence of face-to-face interaction.

Difficulties in Instruction

The teaching of PE with no direct contact with students was one of the problems experienced by PE teachers. PE is known to be a skills-based and performance-based course and direct scaffolding from teachers was necessary. However, the pandemic had constrained the teachers from assisting and guiding their students. The nature of the course became the leading problem as to why PE teachers experienced difficulties in teaching PE during the quarantine.

One key informant said:

> *"I can say that a PE teacher adjusted very much because as we have known PE is for performance. I'm struggling teaching with no face-to-face interaction. I questioned myself how will I address my lesson?"*

This statement of the informant proved that teachers questioned themselves on how they were going to teach using the new learning platform. Pedagogy has been a problem in PE. This concurs with the study by O'Brien et al. (2020) which found out that pedagogy is one of the weaknesses in the delivery of PE programs in countries such as England, Finland, Greece, Ireland and Portugal.

Another informant shared:

> *"So, the experience was really hard because in Physical Education we were more on hands-on. We will show the skill in front of them. Unlike in the video call we cannot show them."*

This response by one of the informants proved that distance learning in PE proved a barrier in the teaching of skills. Teachers could not directly teach and monitor the students since they were separated by a screen and connected to a certain medium. This result supports the study by Varea and González-Calvo (2020) which found out that PE pre-service teachers had difficulty in adapting themselves and in teaching their students since there was no direct contact with the students. Having no proximity with the students disrupted their teaching of PE.

Difficulties in Assessment, Monitoring and Providing Feedback

As informants engaged in a set-up, their experiences changed the way how they assessed or evaluated students unlike face-to-face classes when they could directly assess student performance in the traditional way or in an authentic way. Teachers shared that assessing, monitoring, and providing feedback to students in remote teaching was new. One informant said:

> *"The hardest part for me is the checking. My activities are more on videos because we are more in a performance-based, so we need to see that they are doing it like warm-up. I need to see them if they execute this certain drill for sport. I will ask them to take a video. That's the heavy adjustment in our part. You need to have fast-paced in checking."*

The informant shared the importance of facilitating and evaluating student output. The new normal was a huge burden to the teachers

especially since students were required to provide their output, individually for the teachers to check their output. Teachers need to be fast in checking the output for efficiency purposes. This situation was a major challenge to the teachers, and this supports the study by Williyanto (2020) who asserted that facilitating the outputs of all students is a crucial goal in online teaching. Teachers must be hardworking enough to check student output. Another informant shared:

> *"So, my lived experiences it's been hard to teach PE in new normal especially here in the virtual setting because teaching requires close monitoring of students and also monitoring them by, and also giving them hands-on activities."*

The informant expressed that it was hard teaching PE in the new normal especially in monitoring students and providing activities suited for PE. This corroborates Varea and González-Calvo's (2020) study which stated that the job of a PE teacher becomes harder since close monitoring is lost and this brings another burden in teaching and assessing students.

Difficulties in Using Technology and the Internet

One of the common challenges of physical educators in the teaching of PE during the quarantine was the technology and intermittent internet connectivity. This problem was clearly expressed by the teachers, and it was not just the teachers who experienced this challenge, but the students. Some students were not capable of online learning because they did not have internet access at home. Intermittent internet connectivity was the common challenge of both the teachers and students because this was the medium of delivering instruction. One of the informants noted:

> *"At first, I struggled in using Google Classroom and Google Meet since we don't have proper training in using it. We had training but not that in depth. I discovered something in the classroom ahead of time."*

The informant shared that they lacked training in using the platforms. The majority of the teachers shared that they were familiarized only

in the pedagogy but not in the utilization of technology. This data substantiates the phenomenological study of Khanal (2020) in which according to the results of the study, teachers went for training, but it was not adequate enough for them to properly handle online classes. Training was more on the features of the platforms, but technicalities were not fully inculcated to the teachers. Another informant said:

> *"In my experience what struggles me the most is the internet connection. For me, I cannot say that I struggle with internet connection more often because I will conduct classes at school. So, I will just connect to the school's WIFI. So, it's kind of okay. I feel sad for the students because they will keep on asking if it's okay if they will leave earlier because they will still go home. They are not in their house; they will go to other places because the internet connection in their place is slow, they need to go to another place to join my class.*

The informant emphasized that internet connectivity was such a huge problem in an online class. Students who were unfortunate to live in an area where the signal was weak struggled in class. Location matters and it validates the results of the study conducted by Mohamad Nasri et al. (2020) which stated that students living in areas with massive technological limitations, experience difficulties in joining classes or even in accessing learning platforms.

Difficulties in Physical and Cognitive Situations

The sudden shift from face-to-face to online teaching did not just affect the teachers' job and the pedagogical practices. The study also found that tertiary PE teachers experienced difficulties when it came to the physical and cognitive situations. This included the impact of quaranteaching on the health of the teachers in maintaining good student-teacher interaction. One informant shared:

> *"My first two weeks in dealing with the online classes I am not feeling well because I am not used to just looking at the one corner. Looking at the camera gave me headache. All my body parts are not feeling well. I got fever because of being inactive. I got body pain also."*

This revealed that both students and teachers gave negative feedback on the utilization of the new platform. Teaching in the new learning

platform physically affected the teacher's health. This statement endorses the study by Tria (2020) which stated that online teaching poses a major threat to students and teachers' health. Thus, it is necessary to strengthen research and development on health in the academe. Another informant noted:

> *"The first challenge that I encountered is my communication to my students. I was challenged on how I will communicate to my student's feelings, how they will feel what I teach."*

The informant emphasized that communicating with students in distance learning was a challenge. It restricted the teacher from expressing her feelings towards the students. This statement supports the study by Hebebci et al. (2020) which revealed that being in an online class is like being in a separate environment which reduces the duration of their interaction. Furthermore, the informant noted that students from rural areas struggled with weak internet connectivity. This concurs with the study by Mercier et al. (2020) which revealed that students in rural areas are more likely to experience intermittent internet connection which in turn affect the effectiveness of distance learning.

The Covid-19 pandemic brought a huge change in the educational system of the country, and has affected the lives of PE teachers (Haverback, 2020). Informants made huge adjustments especially in delivering their lessons and activities during *quaranteaching*. *Quaranteaching* is considered to be an empire constituted by educators who were not familiar with its culture and practices (Pace, 2020). This meant that the educators entered this set-up without proper orientation and exposure. This is why challenges and difficulties has persisted as quaranteaching continues to prosper. One of the challenges of quaranteaching highlighted by Pace (2020) is accessibility to technology. A large number of students worldwide do not have access to the internet due to financial instability and geographical location. Remote learning is a disadvantage especially to students from poor families (Garcia & Weiss, 2020). The study also supports the study by Rasmitadila et al. (2020) which stated that remote teaching is challenging especially on the utilization of platforms and not all students and teachers have access to stable internet connection and gadgets at home.

To sum up, theme number 1 noted that tertiary physical education teachers experienced difficulties in the new normal. These difficulties included giving instruction, assessing and monitoring students' progress, accessing internet connection and the technology used and teachers' physical and social aspects.

Theme 2: Innovations in Quaranteaching

The second theme that was clustered in the study revealed how the informants coped with their difficulties and challenges. The study showed that tertiary PE teachers learned to innovate and adapt to the new normal. There was negative feedback coming from the teachers about this new education set-up, but they learned to adjust and cope with the changes. Informants learned to trust the process and to stay optimistic about the new set-up. The fact that face-to-face classes could not be implemented yet because of the pandemic, the teachers learned to accept the new reality.

Innovations in Instruction

Adopting a new way(s) of teaching is an appropriate way to deliver quality instruction. During quaranteaching, the teachers became open to new knowledge that helped them in coping with problems they had experienced especially in the teaching-learning process. The teachers took advantage of the technology to explore and innovate so that they could deliver their lessons using available resources. They utilized the technology and the learning platforms to deliver instruction both in synchronous and asynchronous learning. Even in assessments and monitoring student progress, technology became the way of the teachers. They utilized every resource available in order to deliver quality PE during the pandemic. One informant stated:

> *"My way of teaching them is that I will give them activities…. I will just send them links of videos or articles and I will instruct them to watch and read what I sent to them. On the following day, I will give my feedback and give follow-ups on what they have learned. I will do oral recitation. That's my way."*

The informant revealed that most of the time they utilized asynchronous online learning since the majority of the students had intermittent internet connection. The teachers sent videos or articles

for the students to watch and read depending on their availability. This statement alone supports the study by Mohamad Nasri et al. (2020) which also found out that teachers conducted asynchronous online classes since students experienced internet difficulties. Another informant also highlighted that:

> *"So here in teaching PE we integrate technology. So, what do you mean by integrating technology, we use internet to send instructions, to give assignments, ahm to give videos, pictures that would be necessary for them to have knowledge and to know their topics especially here in PE in a virtual setting. So, we integrated technology, sir."*

The informant noted that teachers in the new learning platform integrated technology into their teaching. This included giving instructions, videos, and pictures that help students learn and be familiar with their assigned topics. This contradicted the results of the study by Williyanto (2020), which found out that less teachers utilized technology due to the status of the students. The majority of them gave worksheets to the students.

Innovations in Assessment, Monitoring and Providing Feedback

Distance learning helped PE teachers upgrade their assessments, way of monitoring students and giving feedback. To facilitate assessment, feedback and monitoring of students, the teachers introduced some innovation to their pedagogy. From the actual direct demonstration of skills and physical activities, the teachers used video-based instruction to show proper execution of skills. Some teachers took videos of themselves executing the skills, while others utilized links on the internet and sent them to their students. The internet played an important role in the teaching of PE during quarantine. The informant emphasized that:

> *"Yes. Even in giving them examinations. I also have live examinations. Like they can immediately answer, and they will know immediately whether their answer is correct. There was a ranking as well."*

The informant utilized online assessment during the pandemic, and this concurred with the study by Tartavulea et al. (2020) which

stated that engagement in online assessment had increased during the pandemic. Educators learned to embrace the assessment in this new education set-up.

Another informant shared:

> *"It's okay when it comes to discussion, the problem is that I am teaching PE 3, PE 4 and here you need to keep moving. I cannot say that they can see me moving, that's why I make use of videos. At first, I took a video of myself then I will send it to them. The problem is it will take time so I just search videos in YouTube, and I will show it to them."*

The informants shared that video-based instruction was utilized in order to teach PE in the new normal. These videos were personally made by the teachers while other videos were taken from the internet such as YouTube. This supports the study conducted by Rasmitadili et al. (2020) which also found out that instructional videos were one of the most accessible media to utilize in teaching in the new normal. Their study also confirmed that the videos utilized were self-made videos by the teachers while others were from the internet.

Innovations in Using the Internet and Technology

The teachers shared that being technology savvy was an edge to deliver lessons in the new normal. That teaching in the new normal involved gadgets, platforms and learning management system (LMS) and it was necessary that teachers were acquainted with these tools. Technology-based teaching helped the teacher to interact with students and to cope with challenges in remote teaching. The informant added:

> *"First, the teacher must know how to use technology or must be technology driven. The teacher must be computer savvy. They must know how to empathize with students because it's not just the teachers who adjusted but also the students."*

The key informant emphasized the importance of empathy towards students; to understand students' difficulties. According to one informant, it was not just the teachers who were struggling, but also the

students. Despite the 'barrier' between students and teachers, empathy was still evident. This statement by the informant did not concur with the outcome of the phenomenological study on pre-service teachers in Spain conducted by Varea and González-Calvo (2020) which found that empathy was difficult to convey in online class. Teachers were struggling to show their empathy to students. Another informant said:

> *"Technology-based teaching. You need to be resourceful also in looking for challenging applications or learning platforms. ..... You need to be smart and active always. Active and smart must be together. You need to be lively so that students will not fall asleep. That is why I always open my camera."*

The informant shared that being active and lively in class can help the teacher to continue with the teaching-learning process despite problems in internet connectivity. This supported the study of Hebebci et al. (2020) which stated that keeping students active and engaged could facilitate the teaching-learning process.

Innovations in Physical and Cognitive Situations

This quaranteaching did not just affect the teachers but also the students and other stakeholders of the academe. That is why the teachers have learned to adjust and innovate when it comes to their physical, cognitive, social and personal challenges. Different attributes are beneficial to the teaching-learning process including having good student-teacher interaction. One informant remarked:

> *"So, based on my experience a teacher needs to have that passion. Passion not just towards your students or anything else but passion on teaching the subject. Passion in handling everything especially in this time of pandemic because it's not just us who is struggling but also the students."*

The informant shared that being passionate despite being confronted with all the challenges during the pandemic was important. The teachers experienced hardship not just on the job, but also in their personal life. Nevertheless, they continued because it was their chosen profession. This statement supported a study by Woods et al. (2020).

This article showed that being passionate in one's work is one of the keys to survive in online teaching. Passion towards the profession helped teachers to stay committed in their job. Another teacher shared:

> *"We need to have mastery of the skills and correct interpretation of skills so that we can teach them. As much as possible we need to explain thoroughly so that they will understand. That's what I did I give them examples in order for them to understand the text."*

Teaching online requires proper discussion and in-depth instruction for students to be guided in learning and in doing activities. The informant stated that it was important that teachers explain further their lessons and provide examples. This strategy employed by one of the key informants validates the study by Varea et al. (2020) that direct instruction and demonstration from teachers help tremendously to enable students to catch up on lessons and to cope with difficulties. This teaching style is commonly used by PE teachers in Spain. Another informant also shared:

> *"At first it is hard but later on I became used to the routine when it comes to conducting classes. We can realize that yes, it's manageable. All we must do is to find resources so that we can show them the skills. Deep research on the internet so that students acquiring of skill is good."*

The informant shared that it was important to find resources that complemented the teaching-learning process. Deep research helped teachers and students acquire skills in PE. This concurs with the study by Lu et al. (2020) which stated that teachers must always find reliable resources on how to properly teach PE, virtually.

Theme number 2 concluded that although teachers were having a hard time with the new normal, they learned to cope by adapting to the changes and innovating their pedagogical practices. These revealed how teachers innovate in order for them to cope with challenges in teaching PE, in monitoring, assessing and giving feedback to students, in dealing with the internet and technology and in handling physical and social challenges.

To sum up, the experiences of the Tertiary Physical Educators in *quaranteaching* can be classified into two things. These were the

negative and the positive experiences. Teachers encountered positive and negative experiences in teaching Physical Education, assessment, monitoring and giving feedback to students, coping with the internet and technology and handling challenges on the physical and cognitive aspects.

CONCLUSION

To sum up, the experiences of tertiary PE teachers in teaching PE in the quarantine can be described under two general classifications. They experienced difficulties and yet learnt to innovate in terms of teaching the course, assessing, monitoring and giving feedback to students, dealing with the internet and technology and handling personal and cognitive challenges.

The nature of the course has been the leading reason why PE teachers experienced difficulties in quaranteaching. PE is more on performance and hands-on activities. Quaranteaching constrained teachers from monitoring and scaffolding their students and affected teacher-students' interaction due to intermittent internet connectivity.

Despite the struggles, the teachers were able to cope with the difficulties by learning to innovate. They utilized authentic assessments and even used instructional materials that were accessible to both the students and themselves. They learned to empathize with their students in view of the latter's economic and geographic concerns.

The results indicate that teachers need assistance in terms of different pedagogical activities and tasks including the innovative use of digital tools and technologies to improve the teaching-learning process. It is recommended that PE teachers undergo pedagogical and technological trainings and workshops to improve and enhance their professional capabilities and digitaliness so as to become competent in teaching of PE in the new normal.

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