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Factors affecting the teaching strategies of the Neust Physical Education faculty amidst pandemic

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ABSTRACT

This study is primarily conducted to identify and analyse the various factors that affect the teaching strategy of the Physical Education teachers. It employed descriptive design of research among the 16 Physical Education Instructors of NEUST Sumacab Campus, Cabanatuan City, Nueva Ecija, Philippines which utilized e-questionnaire. The researcher analysed and interpreted the data using frequency counts, average weighted mean, and rank. The results revealed that "Environment" tops all of the factors which affect the teaching of the respondents in teaching their subject. It is followed by "Physical Pain" and "Different Modalities." On the other hand, "Teaching Protocol" is deemed to be the least factor that affects the teaching strategy of Physical Education Instructors during this time of Pandemic. It is then recommended that teachers may find specific nook, room or space from their home where they will be comfortable conducting their classes, and they may attend several trainings and seminars tapping the common problems that affect their level of preparedness and teaching of their subjects.

Keywords: Physical Education Instructors, pandemic, online learning, teaching strategies.

1. INTRODUCTION

Teaching methods and approaches are abilities which serve as the foundation for the goals and philosophy of instructional practices. The COVID-19 pandemic, on the other hand, has caused concern and anxiety among Physical Education teachers. Changes in school scheduling, job security, balancing work and family responsibilities, and determining how to teach physical

education via distance learning are all factors. The complexities of the mass shift to distance learning have been navigated by governments, schools, teachers, and families alike. As a result, students have fewer opportunities to engage in hands-on and problem-solving activities. To cater the aforementioned problems, physical education teachers are organizing online materials, making video lessons with practical

and theoretical contents, attending webinars about most popular sport applications and showing them how to teach physical education. They also use different forms such as online classes with livestreaming, recorded videos, tasks for students, projects or just links to follow.

The COVID-19 pandemic led educators to online education readiness. According to Phan & Dang (2017), factors such as training, attitude, technical competence, time constraints, pedagogy, and methodology were among the major distance learning education elements. In a study conducted on the readiness of DepEd teachers to online teaching, showed that despite the limited experience in distance education such as technical skills, time management, knowledge and attitude in online education, they were still able to cope with the trends in distance learning. Moreover, readiness and satisfaction levels were also found among prospective teachers in other countries like Turkey and Thailand in terms of web-based education. Further, in the study on the response from 205 online faculty of higher institutions in the United States in terms of readiness, attitude and ability to teach online in terms of course design, course communication, time management and technical aspects most of the responses were rated high.

The aforementioned factors are said to be some of the factors which indeed affect the teaching and learning process in the new normal. However, the researcher also believe that it is noteworthy to consider the situation of the local and make an initial survey whether the same factors affect the teaching strategies of the Physical Education teachers of the Nueva Ecija University of Science and Technology.

Therefore, this study is conducted to identify and analyse the various factors that affect the teaching

strategy of the Physical Education teachers. Having the results of this study, teachers can suggest or recommend plan of actions to address, issues, if there are, or improve the strategies if found effective.

2. MATERIALS AND METHODS

This study employed descriptive design of research among the 16 Physical Education Instructors of NEUST Sumacab Campus located at Brgy. Sumacab, Cabanatuan City, Nueva Ecija. The said number of the respondents is composed of eight (8) female and eight (8) male teachers whose ages range from 25-54 years old, wherein most of them are 25-34 years old.

The study utilized e-questionnaire which was divided into two parts. The first part the socio-demographic profile of the respondents and the second part solicit answers which ask for the factors that affect the teaching strategy of Physical Education teachers amidst pandemic which is answerable using Likert's Scale.

The researchers analyzed and interpreted the data using frequency counts, rank, and average weighted mean.

3. RESULTS AND DISCUSSION

This part discusses the different factors that affect the teaching strategy of the Physical Education teachers amidst pandemic. Factors that affect the teaching strategy of Physical education teachers amidst Pandemic.

The following discussions focus on the factors that affect the teaching strategy of Physical Education Instructors during this time of Pandemic.

It can be seen on the table that the factors that affect the teaching strategy of Physical Education Instructors during this time of Pandemic garnered a General Weighted Mean of 2.59 with a Verbal Description of

Table 1. Factors that affect the teaching strategy of Physical education instructors amidst Pandemic

Statements		Factors	Weighted Mean	Verbal Interpretation
1	I experience having poor internet connection while teaching.	Internet Connectivity	3.69	Always
2	Unexpected power interruption or signal maintenance affects the teaching and learning process in physical education.		1.69	Never
<i>Average Weighted Mean</i>			2.69	Often
3	I am having a hard time teaching online classes.	Online Modality	1.94	Seldom
4	Discussion thru online affects learning competencies.		1.81	Seldom
5	Lack of knowledge about technological tools to support teaching and learning in physical education.		1.31	Never
6	8. I think the different gestures of the students on-screen will affect my teaching. (e.g.; out of focus, get mad because someone is not listening, etc.)		1.63	Never
7	9. As a PE teacher, it is hard for me to check or record the performance of my students online.		3.75	Always
<i>Average Weighted Mean</i>			2.088	Seldom
8	Technical problems like a slow response of gadgets affect teaching and learning process?	Gadgets/Teaching Materials	3.25	Often
9	Having a good quality of gadgets can provide good quality of teaching lessons.		1.25	Never
10	1. As a P.E teacher, I think my materials are enough to get the attention of your students easily.		2.75	Often
<i>Average Weighted Mean</i>			2.42	Seldom
11	An environment like unexpected noises hinders you in teaching the lessons.	Environment	3.81	Always
<i>Weighted Mean</i>			3.81	Always
12	I think the diverse way of learning is one of the factors that affect my teaching strategy.	Different Modalities	2.88	Often
<i>Weighted Mean</i>			2.88	Often
13	Enhance Community Quarantine affects my teaching strategy in physical education because of limited teaching resources.	Teaching Protocol	1.56	Never
<i>Weighted Mean</i>			1.56	Never
14	I experience back pain or other physical issues due to long sitting while delivering the lesson.	Physical Pain	3.00	Often
<i>Weighted Mean</i>			3.00	Often
15	Filming and production of the online class take me two to three times longer to prepare? (e.g., production and editing)	Lesson Preparation	2.19	Seldom
16	I have difficulties when it comes to developing my lectures and preparation for online physical education classes.		1.38	Never
<i>Weighted Mean</i>			1.79	Seldom
GENERAL WEIGHTED MEAN			2.59	Often

Often.

As displayed on the table, among the various factors that affect the teaching strategies of the Physical Education teachers, "Environment" tops all of the factors which garnered a General Weighted Mean of 3.81 and Verbal Interpretation of Always. It is followed by "Physical Pain" which ranks number 2 (3.00, Often). They are followed by "Different Modalities" used in teaching Physical Education (2.88, Often), then by "Internet Connectivity" (2.69, Often). Next in the roster are the "Teaching Materials or Gadgets" that teachers used in teaching which get a General weighted mean of 2.42 and a Verbal Description of Seldom. It is followed by "Online Modality" as the means of teaching and learning (2.088, Seldom) and by "Lesson Preparation" (1.79, Seldom). Lastly, the least factor that affects the the teaching strategy of Physical Education Instructors during this time od Pandemic is the "Teaching Protocol" which has the General Weighted Mean of 1.56 and a Verbal Interpretation of Never.

It can be deduced from the data gathered that the working environment where the teachers teach really affects the way how they teach their class. Since most of the faculty members are in the work from home scheme, this really posters a lot of distractors while teaching. The mere presence of their family members, the thinking that they can rest or lie on their beds while teaching and the household chores really distract them

and let their attentions divided. Further, the mere thinking that home is the place to have some rest distracts the Physical Education teachers. On the other hand, teachers are required to sit and face their gadgets for the whole days, and this alone gives them some physical discomfort. This is actually one of the reasons why the University initiated webinars among faculty members in relation to their physical health because the less movement and more exposure to radiation are not healthy to individuals.

Furthermore, since the modality that the faculty members used are online and modular, they are really required to have internet connectivity. However, this also gives them one of the problems since the Philippines, in general, is one of the countries which has low internet connection. Hence, the internet connectivity really affects them in teaching their lessons to their students.

Lastly, eventhough the pandemic limits the teaching and learning process, results show that the faculty members have already embrace the fact that everyone has to deal with this pandemic and along with this are the changes in modalities in teaching. Therefore, the mere fact the the Philippine government orders for various protocols and orders regarding the online or distance learning do not bother the Physical Education teachers anymore.

Results of the study deemed to be relevant to various studies conducted worldwide. First, the study of

Table 2. Summary of the Factors that affect the teaching strategy of Physical education instructors amidst Pandemic

Factors	Weighted Mean	Verbal Interpretation	Rank
Internet Connectivity	2.69	Often	4
Online Modality	2.088	Seldom	6
Gadgets/Teaching Materials	2.42	Seldom	5
Environment	3.81	Always	1
Different Modalities	2.88	Often	3
Teaching Protocol	1.56	Never	8
Physical Pain	3.00	Often	2
Lesson Preparation	1.79	Seldom	7

Dhawan (2020) revealed that several schools, colleges, and universities have discontinued face-to-face teaching. Hence, a pressing need to innovate and implement alternative educational and assessment strategies and the introduction of e-learning or digital learning. This modality is indeed considered to have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (6). Further, online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement (1).

As to the results of the study, the implementation of online modality paves the way for numerous problems in the field of education. This supports the study of Murgatroid (2020) which found out that e-learning poses various problems such as accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy.

Lastly, this pandemic and modality obliged teachers to develop creative initiatives that assist to overcome the limitations of virtual teaching. Teachers are actively collaborating with one another at a local level to improve online teaching methods. There are incomparable opportunities for cooperation, creative solutions and willingness to learn from others and try new tools as educators, parents and students share similar experiences (3). Many educational organizations are offering their tools and solutions for free to help and support teaching and learning in a more interactive and engaging environment. Online learning has provided the opportunity to teach and learn in innovative ways unlike the teaching and learning experiences in the normal classroom setting.

4. CONCLUSION

Based on the findings of this study, the following conclusions are drawn:

1. Environment is deemed to be the most challenging factors that affects the teaching of the Physical Education teachers. Specifically, noises from home and surrounding distract them in conducting their classes.
2. The modality that everyone uses poses more physical pain than face to face mode of teaching and learning.
3. Since most of the school adhere to the use of e-learning or distance learning, internet connectivity is one of the major needs and factors that affect the teaching and learning processes.
4. Different learning modality like e-learning, modular, distance learning, flexible learning, or blended learning also affects the delivery of lessons among students. This is due to the fact that not all of the students' and teachers' situation suit various learning modalities.
5. Teaching protocols and provisions given by the authority do not affect the teaching of the Physical Education teachers.

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NA

7. CONFLICT OF INTEREST

The authors have declared that there is no conflict of interest.

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