

Teaching Tertiary Physical Education in the New Normal: Gains, Drawbacks, and Suggestions

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Abstract

The difficulty of the current situation brought by the COVID-19 pandemic around the globe resulted in the students' insufficient knowledge as revealed in recent studies most especially in education. It happened as the closure of institutions at all levels was implemented immediately to protect the school community from the infection of the virus. In the Philippines, there are several studies concerning COVID-19 in the medical and other frontline field; however, few chose to talk about how the pandemic brought changes in the teaching of physical education. Hence, this research aimed to investigate the gains, drawbacks, and suggestions of teachers teaching tertiary physical education, identify their favorable experiences and challenges, and find sensible suggestions on how to further improve the delivery of tertiary physical education amidst the new normal. Using a qualitative descriptive phenomenological design, this research was realized using interviews. Teachers teaching physical education at the tertiary level from selected schools in Cotabato Province in Mindanao, Philippines, were involved in an informal, unstructured, and open-ended interview to make them comfortable in conceptualizing their thoughts. In this paper, the tertiary physical education teachers have seen to cope with the fast-pacing new normal period and developed the character of resiliency. Thus, the teachers have been more creative than ever as they make the subject engaging despite the unfitted mode of teaching required for physical education. Moreover, conclusions and recommendations were formulated based on the research findings.

Keywords: Gains and Drawbacks; Problems in Tertiary Physical Education; New Normal Challenges; COVID-19 Pandemic; Lived Experiences; Phenomenology

Introduction

The world came to a halt when the Novel Corona Virus Disease-19 (COVID-19) infected all nations, dubbed the pandemic of the twenty-first century. This global emergency costs a lot of money in terms of economic, health, and education, which has affected people's lives, especially since they live now in a new normal environment, leaving them vulnerable. Middle to lower-income families is most affected by the present crisis, pushing them further into poverty and marginalization. They become the victims more than anybody else (Lenze et al., 2020). The COVID-19 pandemic has caused the most significant disruption to the education system in human history, affecting over 1.6 billion students in over 200 nations worldwide. It affected ninety-four percent (94%) or more of the world's student population. This created a record of extensive changes in many areas of people's life (Pokhrel and Chhetri, 2021).

In 2020, this universal health crisis urged workplaces, schools, and institutions across the globe to close their doors immediately to prevent the spread of the virus. As a result, the teachers were added to the front-line personnel who continued to serve despite the hazardous circumstances.

This has put them in a position where the traditional face-to-face method is no longer used and has been replaced by the new standard process of gaining learning – the online class. They had difficulty starting the semester since no one believed that a pandemic was possible at their age and period (Sun et al., 2020). Furthermore, a study conducted by the University of Maryland – College of Education, which included 185 teachers from 35 states across the United States, identified problems and dilemmas that the teachers were experiencing and revealed that education is not limited to academics, aside from that, the attitude of instructors is affected during this period of COVID-19 pandemic.

Curriculum implementation has transferred many complex duties to curriculum designers since they need to examine many facts and factors that influence the quality of education, the safety of the implementers, and the amount of information acquired by the learners. Online learning has necessitated the modification of teaching methods, particularly in developing appropriate courses for learners studying at home and enhancing their core skills (Shen et al., 2021). Hence, this research aimed to investigate teachers' experiences in teaching tertiary physical education and health in the middle of the COVID-19 pandemic.

Specifically, this research aimed to answer the following research questions:

1. What are the favorable experiences of the teachers in teaching tertiary physical education during the new normal?
2. What problems and challenges are the teachers experiencing in teaching tertiary physical education during the new normal?
3. What ideal suggestions may be generated from the teachers to improve tertiary physical education teaching during the new normal?

Above necessary, this research was a wake-up call for teachers about their experiences teaching physical education during the COVID-19 pandemic. Research participants shared their problems and situations in this new educational platform – the new normal education. In addition, this research revealed the experiences of teachers in various schools that can be beneficial to other teachers teaching physical education amidst the COVID-19 pandemic. Indeed, this study is a foundation for future research undertakings on the mental health, emotional, physical, and other elements of teachers' and learners' lives. Employers or heads of office have a notion of making their workers or officemates feel at ease without sacrificing the quality of jobs and education they provide to the students.

Finally, this study benefited both instructors' welfare and learners' knowledge as employers or school heads will become more attentive to their employees' concerns on the field, and learners will learn better amidst this new normal mode of instruction.

Methodology

Research Design and Procedures

The phenomenological approach was used to determine teachers' lived experiences in teaching tertiary physical education during the new normal at selected schools in the Cotabato Province in the Philippines. Bryne (2001) described a phenomenological approach as a design to comprehend life experiences in a particular phenomenon. She created the term phenomenology, which is often used but has no clear definition since it has been characterized as a technique, a phenomenon, and a philosophy. Selvi (2008) said in his book "Phenomenological Approach in Education" that learning in a phenomenological manner is a means of responding to one's own experiences and perceptions. Furthermore, the phenomenological technique is utilized in qualitative research that involves real experiences, which is often done by methodically collecting and analyzing narrative materials with procedures that ensure the reliability of the data and the results.

The first stage in data collecting was obtaining a letter of authorization from the heads of the various institutions. Following approval, the researchers secured an informed consent agreement contract that each study participant signed separately. This was done to ensure that the participants were fully informed of all research undertakings. The data was gathered by spending considerable time in the field for an interview, taking comprehensive field notes, and documenting their experiences. Informal, unstructured, and open-ended interviews were utilized to make participants feel at ease in conceptualizing their ideas and arranging them into essential categories and themes. Further, data collection was collected by notepads, laptops, tape recorders, cameras, and internet platforms.

Research Participants and Materials

Participants in the study were the 30 selected instructors from higher education institutions in the Cotabato Province in the Philippines who teach tertiary physical education in the new normal. All participants in this study have been carefully selected to provide in-depth data on their lived experiences.

Regarding materials, research guide questions written in English with Filipino translation were primarily used for the interview. These guide questions have undergone ethics review to ensure that no statements will harm the well-being of every research participant. Further, pen and paper for jotting down notes and observations; a voice recorder to capture all responses; and cameras for documentation.

Data Analysis and Interpretation

This study utilized the framework developed by Miles and Huberman (1994) to analyze and interpret the qualitative data - data reduction, data display, and conclusion drawing and verification. Data reduction was known as coding, reducing the codes, and converting the derived data into figures, tables, or discussions. Data reduction gathered the required information by categorizing the participants' replies and extracting the essential and relevant information. The resulting data is next transformed into figures, tables, or discussions. Thematic analysis was a method of data sorting. And it was used to categorize qualitative data.

On the other hand, data display was the presentation of organized data. This step facilitated the flow of information to the point where conclusions were drawn. After the replies to the questions had been analyzed, a conclusion drawing and verification were done to describe the primary inputs found in the study. Verification strengthened the conclusion by reexamining the data as often as necessary until the desired confirmation level was achieved.

The experiential-theoretic transition model proposed by Piantanida and Garman (2009) was used to ensure rigor and artistry in this qualitative study. At the start of the interpretation, the participants' real-life experiences were narrated based on their context. Iterative performance based on the participants' responses was given after a thorough discussion of their experiences. Finally, theories and studies were used to bolster the data's interpretation. To preserve the genuineness of the participants' thoughts and feelings, personal bias was limited.

Ethical Consideration

The researchers ensured that ethical standards and considerations were strictly followed throughout the study. The researchers acknowledged that conformity was established, and ethical standards were necessary for every research. Thus, the strict adherence to the guidelines relevant to research ethics involving life experiences mentioned by Bryne (2001) is observed thoroughly. These were: (1) Phenomenological research wanted to gather the necessary truth; (2) In a phenomenological type of qualitative research, the understanding of life emerged come from the people's experiences in life; and (3) this gave aspects for methods, philosophy, and methodology.

In addition, the teachers who agreed to participate in this study were treated with high respect. They were likewise mindful that they might withdraw their involvement at any time without

any demands of explanation. Similarly, the privacy and confidentiality of the research participants were assured. The responses of the participants were treated with utmost anonymity. They just signed the informed consent form as a sign of their voluntary participation.

Moreover, beneficence was an ethical standard that the researchers observed in protecting the research participants from harm. The researchers ensured that the guide questions used in data gathering do not contain degrading, discriminating, or unacceptable language that could be offensive to the research participants. The researchers did not undergo activities that exposed them to physical or psychological dangers.

Lastly, in promoting justice, the researchers conducted an orientation to explain the objectives and all undertakings of this research before gathering data.

Results and Discussion

This chapter presents the lived experiences, the point of view, and the participants' perceptions from the virtual interview.

Table 1. Positive Experiences of Teachers Teaching Tertiary Physical Education in the New Normal

Major Theme	Frequency of Responses	Core Ideas
Cheerfulness amidst Circumstances	Typical	- The teacher is looking forward to positive things even in this challenging time.
	Variant	- The teacher had a job opportunity during this challenging situation.
	General	- The current situation challenges the teacher.
New Normal Opens New Opportunities	General	- The teacher is flexible during this time of the pandemic.
	Typical	- The teacher can prioritize necessary things.
	Variant	- The teacher had a minimal adjustment to her lifestyle.
Becoming More Resilient Teachers	General	- The teacher can spend most of her time with her family.
	Typical	- The situation gave the teacher better self-time.
Teachers Demonstrate Enthusiasm and Commitment to Teaching	Typical	- The teacher's passion is his true calling.
	General	- The pandemic makes the teacher out of his shell.

Legend: General – response mentioned by 50% or more of the participants
 Typical – response mentioned by at least 25% but less than 50%
 Variant – response mentioned by less than 25% of the participants

Theme 1. Cheerfulness amidst Circumstances

The first significant theme concerns the teachers' cheerful attitude, despite the difficulty in implementing the curriculum for students during the COVID-19 pandemic. Physical education sub-

jects should be taught face-to-face for posture, balance, and application technicalities. Physical education is essential to students' education, and it is necessary to believe that physical education should become a core subject (Moderbacher et al., 2020). As the COVID-19 pandemic started, physical education teachers had no choice but to engage with online classes. Despite this situation, the teachers still have a positive and productive workplace. The participants' testimonies expound on this theme:

"...I am a house person I had self-time, family time, I was able to share in terms with the modules of my nieces and nephews I also teach them." – T2

"...I am doing better because my subject is very different in face-to-face classes than online teaching..." – T3

Another thing that aided the cheerful attitude of the tertiary physical education teachers is the quality time they can share with their family members. Having their time at their own pace can also affect their attitude during the challenging time of the COVID-19 pandemic. The following participants' statements demonstrate this:

"...provided that having this pandemic, some of the activities are flexible so that I want to utilize my time with work and the people I love." – T1

"...I was able to understand life and started to prioritize what is necessary as of the moment..." – T4

Moreover, this reflects that tertiary physical education teachers teaching physical education during the pandemic find ways to have a comfortable and conducive environment for imparting knowledge. This era opens the world to the reality that it is crucial and necessary for teachers to know teachers' behavior toward the subject and the probability of teaching (Ozyildirim-Gumus, 2021).

Theme 2. New Normal Opens New Opportunities

The second theme explains that despite the current emergency crisis, it enabled educators to pursue novel options. Given the current COVID-19 pandemic, teachers who teach physical education can still manage to follow other matters in line with their field despite the limitations of their expertise. Teachers and institutions have embraced the change brought up by the COVID-19 pandemic as an opportunity for exploration and growth and positioned their individuality to meet students' best current needs (Paulus and Thompson, 2019a). The teachers do still have extra opportunities received. They can manage their other relevant activities while working during this challenging time.

In addition, according to Paulus and Thompson (2019b), the teachers learned to embrace the new normal technology as the current situation requires them. The teachers may have never experienced this teaching mode before, demanding a new level of effort and focus from students to continue their studies even away from an accessible environment. Their idea that the new normal enables educators to pursue novel options is evident in the response of Teacher 1, which states that:

"...I am doing a lot of...things related to my work..." – T6

Aside from the opportunities that tertiary physical education can grab, they can also have time to be the aunt or uncle to their nieces and nephews or a family member with a specific important role when needed. In which an option that they can also choose. The response of Teacher 2, shown below, reflects the family role responsibility they can enjoy during online teaching.

“...I was able to share when it comes to the modules of my nieces and nephews. I also teach them...” – T3

The novel opportunities given by the present situation have lit the institutions to their mode and form of educational instruction, a feasible choice for accelerating learning that will have enormous benefits for tertiary teachers and learners.

Theme 3. Becoming More Resilient Teachers

This theme focuses on the resiliency of the teachers by taking the present situation straightforwardly. Being resilient became one of the essential characteristics developed during the pandemic. The stress and challenge of imparting knowledge from the teachers and students doubled as there were unreachable students. The tertiary teachers on educational platforms directed the competition with the internet, one-click messaging, and social media accounts. This happens as the students constantly look at them through the digitalized screen. As an outcome, teachers found ways to maintain the students' attention on their gadgets. They adapted teaching practices and strategies to keep the students interested and draw their attention to their learnings.

The research participants' comments are evident as they have been resilient in this challenging time.

“...in online teaching, you will find a way to find your students...” – T3

Hence, the teachers developed and became more resilient to a new learning environment. They could interact with activities that apply to online classes (Elcheroth and Drury, 2020). Changes in traditional ways of engagement between teachers and students necessitate new approaches, as types cannot be supported in the same way in a virtual conference or digital set-up as they can in a face-to-face class.

Tertiary physical education teachers have adopted technology as a new support mechanism for students to succeed. Thus, the online learning mode provided a powerful platform for institutions to fight the impact given by the COVID-19 pandemic on education (Sharif et al., 2020). Moreover, during the chaos, an opportunity blooms, and the disturbance brought by the pandemic show an opportunity to teachers to reevaluate their performance and their roles to try new ways of approach that this time allows. This response supported the theme:

“...let's give more focus on lessons that can help them to balance their lifestyle, their skills whether at home...” – T2

This action towards creativity stirred an essential shift inside the world of education, and the teachers prepared for the students' minds and bodies that are comfortable with limited learning. This force of flexibility, accompanied by little knowledge, pushed the tertiary physical education teachers to maintain competitiveness and efficiency.

Theme 4. Teachers Demonstrate Enthusiasm and Commitment to Teaching

The fifth theme emphasized the teachers’ intense excitement about teaching physical education subjects in the new normal. A strong commitment to teaching was strengthened in delivering quality education to the learners by giving alternative methods and procedures on an online platform. The online courses now available are hugely broad; there are thousands to choose from (Zamarro and Prados, 2021a). The participants explained why there is a need for enthusiasm in this statement:

“... we should be flexible enough in accepting the fact that we are already in the new normal teaching.” – T4

The school years during the pandemic differ from any other after the declaration of closure of institutions following the mass outbreak of the COVID-19 virus. With no other option, teachers accepted the conditions to teach using the synchronous and, at some time, the asynchronous mode of instruction even with the thought that connection can establish difficulties in taking this. However, teachers are still committed to their promised oath – giving knowledge and being the individual who will teach people what they need to learn (Zamarro and Prados, 2021b).

Because excitement is seen to be an emotional construct produced from good emotion in general and intrinsic motivation in particular (Kunter and Holzberger, 2014), enthusiasm can improve a variety of aspects of teaching as well as learning that including the success of teacher, presentation of students, and a motivation (Hsu, 2010). The commitment of the teachers was observed in this response:

“... this time of pandemic I am doing better... and I learned to love my subject more... because through online teaching I appreciate my subject more.” – T3

According to UNESCO’s International Institute for Educational Planning, finding the right incentives to influence teachers is complicated and varied since teacher motivation is determined by a combination of intrinsic and external variables. On the other hand, the teachers' enthusiasm was also noted during this challenging time. The teachers had the mindset to deliver quality education and still be competent in their profession. In addition, motivating the teachers is an essential predictor of the job's success. Satisfaction on the job and engagement with the work helps a teacher to be enthusiastic (Kulikowski et al., 2022). Enthusiasm and commitment are the sources of the courage of the teachers, as stated in this excerpt:

“... we must always keep those instructional materials available online... we are doing our best to deliver our classes.” – T1

Table 2. Problems and Challenges that Teachers are Experiencing in Teaching Tertiary Physical Education in the New Normal.

Major Theme	Frequency of Responses	Core Ideas
Technology Barriers	General	- A sudden shift in the mode of teaching challenged the teacher.
	Typical	- Some students and teachers have no stable internet connectivity.

Major Theme	Frequency of Responses	Core Ideas
The authenticity of Monitoring Students' Progress and Assessments	General	- The teacher teaching physical education was worried about the proper execution of the activities.
	General	- The teacher has a hard time guarding the students for their safety in every physical activity they perform.
Keeping Everyone Engaged is a Challenge	Typical	- Students who prioritize minor subjects have affected how the teacher makes it interesting.
	General	- The pandemic is highly affected by the teacher's lack of interaction with students.
Diminished Appreciation for Physical Education Value	General	- The lessons are less understood.
	Typical	- Theories are more rampant nowadays compared to the needed physical performance.

Legend: General – response mentioned by 50% or more of the participants
 Typical – response mentioned by at least 25% but less than 50%
 Variant – response mentioned by less than 25% of the participants

Theme 1. Technology Barriers

The interconnectedness of teachers who are teaching physical education subjects and students in the new normal set-up of education is what this theme reflects. The online class brought so many challenges to the educational system at the tertiary level, especially in physical education subjects. This theme emphasizes the impact of an online class in the new normal for teachers and students in physical education.

With the utilization of online learning environments, digital texts, teleconferences, and virtual classrooms, the COVID-19 pandemic has ushered in a digital revolution in education (Kapasias et al., 2020). The struggle with the impact of this new normal is reflected in this response:

“... the challenges now are how students can have this quality of performance upon submitting the videos, just like face-to-face we can make sure that students can acquire the particular skills that we wanted them to learn...” – T1

The barriers to technology integration have been influenced by budget, lack of technological access, insufficient time to learn technical skills, and inadequate support (Lee et al., 2018). For many people, intercultural competency has become necessary in an increasingly interconnected society with the aid of technology. In place of this in this unforeseen setting, the COVID-19 pandemic prompted a dramatic shift to online education, pushing teachers to use a variety of unconventional or even odd teaching strategies (Koch et al., 2021). The following participants' statements demonstrate this:

“...in this time of pandemic...it is challenging for us to transition from what we usually do compared to what is needed to be done at this moment...”

Lastly, this abrupt shift to online teaching has drastically affected teaching techniques, requiring teachers to either abandon or significantly adapt traditional teaching methods.

Theme 2. The authenticity of Monitoring Students' Progress and Assessments

Lack of proper monitoring, including the inadequate provision of facilities and materials needed in homeschooling subjects, affects students' poor performance and academic development. This theme highlights the insufficient assessment of the teachers in the progress of the students' learning performances in physical education activities that require facilities and equipment to be correctly executed. Without the right support network, homeschooler teachers can get burned out and dread homeschooling (Tzivinikou et al., 2021). The agony of the tertiary physical education teachers for their students is seen as follows:

"...even if the instructor gives their best in delivering the instructions to the students with including the guidelines and criteria needed following students... students or most of the students have still this poor performance..." – T1

The research participants' primary concern with the online mode of education in physical education is the difficulties in giving instructions and the efficiency of the learning materials. The teachers are worried about the students' abilities to participate in insufficient physical activity because there are space restrictions and the course content they make (Jeong and So, 2020). Furthermore, captured pictures and videos by the media can easily edit the physical activities given to the learners.

Theme 3. Keeping Everyone Engaged is a Challenge

This theme refers to teachers' struggle in making the subject convincing and engaging in the online classroom setting. The unavailability of face-to-face classes lessens students' engagement in the subject of physical education. As it is a field of movement, skills, and motion, it is less likely to be during this challenging time. UNESCO, UNICEF, and the World Bank supported teachers by sharing guidelines emphasizing the importance of providing feedback to students, maintaining constant communication, and reporting to local education units to keep track of learning.

The teachers cannot deny that the students, especially those not in the field of physical education, known to be a minor subject, were given less to almost no prioritization in terms of activities and class performance by the students. Despite that, according to Philippine Commission on Higher Education (CHED), it is mandatory for college students who have finished the two years added as senior high school to take the general education subject, which includes Physical Education in its sub-areas. The following response expresses the hardships:

"...it was tough for us to execute things must especially in physical education because we should be accurate enough in teaching different physical activities..." – T4

Physical education teachers assess the knowledge of the students' motor and social skills. They also provide instructions that will cause no harm to students and in supportive surroundings. This struggle reflects the students' poor performance in physical activities (Ballantyne et al., 2014).

Theme 4. Diminished Appreciation for Physical Education Value.

This theme explains that students have a diminished appreciation for the value of physical education—academic performance branches out from the line between the interaction of the intellect and contextual matter. Still, health has also been said in an individual's ability to learn, which is vital.

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The idea is that healthy and easily known students are supported and accepted (Basch, 2010). Hence, many studies confirmed that physical activity's health benefits are anchored. This extends to muscular and cardiovascular fitness, psychosocial outcomes, and bone, cognitive, and brain health (Strong et al., 2005).

In an unfortunate event brought about by the COVID-19 pandemic, due to the lack of proper equipment and facilities, students lose appreciation for the principle and intended learning outcome of physical education. The following response supports the inefficiency of online learning for physical education subjects:

"...it's not effective because more on applications should be physical education not to be as effective as the same face-to-face yet." – T2

This phenomenon happens because physical education is a field that requires the application of the subject. This includes execution, performance, and development of the movement. The students tend to forget that there is a relationship between physical fitness and physical activity with brain and cognitive health, resulting in excellent academic performance.

Table 3. Recommendations of Teachers to Further Improve the Teaching of Tertiary Physical Education in the New Normal.

Major Theme	Frequency of Responses	Core Ideas
Develop a Greater Capacity for Resourcefulness and Creativity.	Typical	- The teacher can have activities based on his preferences.
	Variant	- The teacher should know how to use the available materials.
	Typical	- Available platforms should be taken and used correctly.
Teachers' Empathy Towards Students.	Variant	- The student's capacity can be measured during this time of the pandemic.
	Variant	- The teachers should not be very bookish.
	Typical	- Activities should be applicable in online learning.
	General	- The teacher considers the students' situations and gives them chances to cope-up.

Legend: General – response mentioned by 50% or more of the participants
 Typical – response mentioned by at least 25% but less than 50%
 Variant – response mentioned by less than 25% of the participants

Theme 1. Develop a Greater Capacity for Resourcefulness and Creativity.

This theme refers to the need to develop the capacity of tertiary physical education teachers for resourcefulness and creativity. As the COVID-19 pandemic gave the teachers a choice to uneasily reach the students, teachers developed to be inventive. Resourcefulness is part of a compass advantage because the ability to determine and shape futures contributes to life-long happiness and success (Price-Mitchell, 2015a). The teachers understand the problem given by the current challeng-

ing situation, enabling them to devise a plan to be effective digital instructors. They plan that whatever available platforms can deliver their teachings and serve as a bridge to reach out to the students; they embrace the chance to use it. The research participant detailed their action on being resourceful and creative in this response:

“Whatever platforms we can use for teaching, let's grab whatever platforms we can use to rely on our lessons, or we can give lessons that we feel will be effective for the students' gain.” – T2

Price-Mitchell (2015b) expressed that teachers provide environments that foster resourcefulness when they encourage students to plan, strategize, prioritize, set goals, seek resources, and monitor their progress. Through this, teachers reflect on the plan and innovate it more as part of their creative minds and personality. The response of Teacher 4 emphasizes the greater capacity to be resourceful and creative:

“...It defines you not just being a teacher, but being...innovator...” – T4

Theme 2. Teachers' Empathy Towards Students

This theme is concerned with the empathy of teachers towards their students. The tension and anxiety associated with the sudden introduction of distant learning, the pandemic's isolation, tremendous economic suffering, and a rapid spike in racial pressures all contributed to every individual's rise in mental tensions. These factors have combined to produce a stressful and anxiety-inducing environment for the students, teachers, and their families (Taylor et al., 2020). Hence, teachers recommend being empathetic to everyone's situation because everyone, including the students, suffers from the present situation. The empathy toward the students is evident in the statement:

“...it is important that we have close contact with our students even through online messaging. We have to be empathetic to everyone and be sensitive enough to lessen their burdens brought about by the pandemic...” – T4

As everyone tries to cope-up with this challenging education system, teachers must be empathetic also with how the students feel to protect their mental health.

Conclusions

The findings of this study conclude that the teachers' experiences during the COVID-19 pandemic gave them opportunities to open new paths connected with their field of expertise and allowed them to multitask at their own time and pace. Despite the fast pacing in the new normal, tertiary physical education teachers can still do good with daily activities that should be done and gain more time for their families, loved ones, and themselves. They can have their time on their hands and do more activities other than just teaching the whole day straight, sitting in front of their laptops with their students on the other line. The teachers developed the character and attitude of resilience and creativity. Since they are away from their students, they find new ways to make it fun and entertaining while enhancing the learning capabilities of the students, specifically in physical education.

In contrast, this study concludes that teaching in the new normal offered teachers to work in comfortable places. However, they worry about their student's safety and welfare when it comes to executing the activities given, for most students do not have the equipment and proper facilities they need in their homes. The safety of their students is at risk, especially with those who are not into sports and other activities that can be dangerous if left unsupervised.

Lastly, this study concludes that teachers and their students have difficulty coping with the new normal due to technological unavailability and limited knowledge of gadgets. This would lead to reducing teachers' efficiency and learners' competency. The indirect monitoring of teachers of students resulted in a shallow understanding of the principles and application of theories in tertiary physical education.

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