

Readiness, Challenges, Strategies, And Work Performance of Physical Education Teachers In the New Normal

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Abstract — This study investigated the readiness, challenges, strategies, and work performance of physical education teachers under the new normal. This involved 149 public teachers from all over Bukidnon teaching MAPEH/PE subjects both at the junior and senior high school levels during the school year 2020-2021. The survey data from 149 public teachers was randomly selected through stratified proportionate sampling. It employed a descriptive, correlational, and causal research design. Three research instruments were used: readiness and challenges adapted and patterned from the previous related study, and an adapted, modified questionnaire for teaching performance and strategies. The mean, standard deviation, Pearson R, and multiple regression are used to analyze the data. The results revealed that the physical education teachers have high readiness, challenges, and strategies for the new normal and have a very satisfactory performance during this new normal. This study also revealed a positive relationship between working from home, disposition, internet stability, instruction, collaboration, time management, and flexibility and the work performance of physical education teachers in the new normal. Thus, among the said variables, it revealed that working from home and internet stability are the two variables that predict work performance. However, internet stability was the best predictor of the work performance of physical education teachers in the new normal. Despite the challenges of the new normal, they can sustain a high level of readiness, strategies, and work performance. It calls for the agency and teachers to continue their involvement in research seminars to support teachers' professional growth.

Keywords — *Readiness, Challenges, Strategies, Work Performance, New Normal*

I. Introduction

The world has changed due to this pandemic. Many countries around the globe have imposed various conditions on social life and education to slow the spread of COVID-19. These include introducing varying degrees of social isolation and restrictions like social gatherings, leisure activities, working, and schooling. In this context, 194 schools in other countries were closed. Attempts were made to ensure the continuity of teaching and learning by utilizing distance-learning tools. However, students and educators are having difficulty shifting as they are unprepared for this new mode of teaching and learning, especially the physical education teachers. Initially, physical education was traditionally considered a practical subject. The major changes in the delivery of physical education have brought significant challenges and consequences for

teachers in the new normal. Teachers also have new responsibilities because of the role that PE could play in helping people deal with the immediate effects of the health pandemic on their physical and mental health.

An innovative way of providing quality education to the learners resulted in utilizing distance learning (DL) under DepEd Order No. 012, s. 2020, the Adoption of the Basic Education Learning Continuity Plan for School Year 2020–2021 for K–12. Based on the results of the Department of Education (DepEd) survey conducted on the distance learning modality preferred by parents and students, most of the respondents picked the "modular" distance learning option (Malipot, 2020). Also, Dangle and Sumaoang (2020) argue that the key challenges that took place were the shortage of school finances for the creation of modules. Cardullo et al. (2021) added that due to a lack of distance education and computer literacy, teachers were caught off guard for emergency remote instruction.

Furthermore, the pandemic changed the pattern of employment and the workplace atmosphere. Working from home has become normal in many sectors and business settings. This initiated one of the most extensive work-from-home experiments (Williamson, Colley, & Hanna-Osborne, 2020). Most workers, organizations, and education sectors across the globe had not been exposed to this type of work style before and hence were unprepared for such workforce management (Wang et al. 2020). Thus, firms, workers, and government institutions were forced to adopt this gentle human resource management strategy as a temporary arrangement amidst the social mobility restrictions enforced to contain the pandemic, including in the education sector, which shifted into the new teaching and learning modes.

The implementation of online and blended learning presented various risks, problems, and challenges for teachers and students (Bao, 2020). In the Philippines, there are 10,794 cases as of May 11, 2020, and it is still increasing (DOH, 2020), with quite four million patients worldwide (Worldometer, 2020). Educational leaders decided to adopt the new normal in education, and physical education teachers are not exempt from adopting the blended learning approach and other means.

In accordance with DepEd's Computerization Program in light of the COVID-19 pandemic, the Aide Memoire dated May 27, 2020, was released. It states that the Department of Education (DepEd) was mandated to ensure continuous access to primary education. DepEd needs to step up its ICT. Specifically, it needs to speed up the DepEd Computerization Program (DCP) and be prepared for any eventuality. Several institutions were temporarily closed to help contain the spread of the virus and reduce infection (UNESCO, 2020). Responses like community lockdown and community quarantine in several countries have led students and teachers to review and work from home, leading to the delivery of online learning platforms (Crawford et al. 2020). The Philippines is still in the process of adapting to the new normal type of education; teachers' continuous innovations and the active participation of other stakeholders are driving forces for its success (Dangle et al. 2020).

For physical education teachers, particularly those in the rural province of Bukidnon, where technology is scarce, given that blended learning combined with traditional teaching and digital technology usage has highlighted the need to develop teachers' digital literacy, In contrast, the utilization of digital tools is an integral part of the professional skills expected of teachers. (Balajadia, 2015; DiBella et al., 2015). For teachers, applying blended learning could bring both negative and positive changes, e.g., teachers are more used to ICT. Teachers should have support and training to guarantee that blended learning in the pandemic helps to optimize face-to-face time and enhance social relationships and physical activity using online resources, e.g., smart phone apps. Further studies should explore the potential, expand understanding, and determine the best practices and efficacy of using blended learning (Cahapay, 2020).

Because no other study on the problems of physical education teachers in secondary education in Bukidnon has been conducted, the findings and results can be viewed as a foundation for future research and to help revitalize and improve physical education classes.

in the new normal. The challenge of providing a quality, equitable, and affordable education to all students would establish a new standard in education and improve educational preparation and health. As a result, this paper was written to provide a clear picture of what is expected in education. The purpose of this study is to examine the readiness, challenges, strategies, and work performance of physical education teachers in the new education system.

Framework

Many aspects that affect organizational performance are being studied, including employee treatment and performance (Abun et al., 2020), corporate transparency and engagement (Abun et al., 2020), workplace relationships and job satisfaction (Abun et al., 2019), and much more. However, none has been done concerning self-efficacy and work performance. Self-efficacy is one of the essential elements that contribute to work performance.

Bandura's investigation into social learning theory, later renamed social cognitive theory, served as the foundation for the theory of self-efficacy's selection to fit this relationship between physical education teachers' readiness, challenges, strategies, and work performance in the new normal. Self-efficacy is defined by Bandura as "people's beliefs in their abilities to exercise control over their functioning and events that affect their lives." It is also a "belief in one's abilities to mobilize the motivation, cognitive resources, and course of action required to meet given situational demands. Self-efficacy, according to Bandura, influences motivation, well-being, and personal accomplishment. His research concluded that self-efficacy influences how people think, behave, and motivate themselves to perform a specific activity. Stress, depression, anxiety, and helplessness are all symptoms of low self-efficacy. Their achievement suffers as a result of their low self-efficacy. This also influences how people think, as evidenced by the effectiveness of decision-making and achievement.

Experience results in self-efficacy. According to Lopes-Garrido (2020), Bandura identified four types of experiences that aid in the development of self-efficacy. Performance outcome, vicarious experiences, social persuasion, and emotional and physiological state are all examples. The positive past performance experience is referred to as the performance outcome. This is also known as a "mastery experience," because the current self-efficacy belief is based on a previous successful experience. Because they have done it successfully in the past, a person has the confidence to take on a new job or a new challenge. Thus, successful experiences foster self-efficacy and motivate the individual to take on new challenges.

Implementation of unique teaching and learning modalities in this new education system would help determine the level of readiness, challenges, strategies, and work performance of physical education teachers in this new normal through self-efficacy.

The study's conceptual framework depicts a schematic diagram that focuses on the relationship between physical educators' readiness, challenges, strategies, and work performance in the new normal. The independent variables show the enthusiasm of the physical education teachers. In terms of preparedness, a work-from-home setup in a meta-analysis showed that it enhances perceived autonomy and positively influences the productivity of employees and workers performance. Teachers must be competent and technologically advanced to support upgrades and change because studies have shown a correlation between student engagement, achievement, and the teacher's performance when adopting and adapting new teaching methodologies in their strategies. Character is important in the workplace in terms of disposition. These characteristics can influence an individual's ability to overcome obstacles, generate new ideas, boost motivation, and become productive. A poor or slow internet connection will result in slow loading times for applications while performing their daily tasks in terms of internet stability. You will be able to multitask across multiple applications if you have a fast and reliable internet connection.

Different instructional strategies make learning enjoyable and practical for both teachers and students by allowing them to participate actively in their education, allowing them to become independent learners and productive teachers. Some researchers consider teamwork to be one of the most important driving forces in improving performance. Working in a team allows teachers to improve their skills, knowledge, and abilities. Effective time management is the key to high performance levels in time management. It not only improves teacher productivity but also helps them deal with stress, conflicts, and pressure more effectively. There is evidence to suggest that work flexibility in terms of location and hours gives employees a sense of job control, improves engagement, and increases productivity.

DepEd policy guidelines on daily lesson preparation align with the learning management system, which refers to the ability to design educational strategies that achieve learning outcomes. One of the most important aspects of a teacher's effectiveness and job performance is subject

mastery. It would assist teachers in facilitating the learning process as well as empowering teachers to deliver quality instruction and improve performance. Creativity has always been central to human endeavor. It is now recognized as the key to organizational performance when combined with innovation, which generates unexpected value.

Objectives

This study aimed to determine the level of readiness, challenges, and strategies and work performance of physical education teachers in the new normal and correlate each variable.

II. Methodology

The researcher used descriptive, correlational, and causal designs in this study. In the blended learning readiness study, a survey questionnaire adapted and patterned from Graham, Borup, Pulham, and Larsen (2017) and modifications for teaching performance adopted from Itaas and Valdez (2017) were added, along with some modifications in challenges and strategies in the new normal. This method attempts to determine how related two or more variables are. It will qualitatively determine the respondents' data and their significant relationships to the readiness, challenges, strategies, and work performance of physical education teachers in Bukidnon in the new normal.

The study was conducted in the province of Bukidnon, specifically in the divisions of Bukidnon, Malaybalay City, and Valencia City. In the Division of Bukidnon, there are 150 physical education teachers, and in the Division of Valencia, there are 36 physical education teachers. In the Division of Malaybalay, there are 50 physical education teachers. There is a total population of 236. Bukidnon is the largest province in Northern Mindanao in terms of land area, at 10,498.59 sq km (51 percent of the region's total land area), followed by Lanao del Norte at 4,168 sq km (20 percent), Misamis Oriental at 3,544 sq km, and Misamis Occidental at 2,007 sq km.

The participants of this study consisted of all the physical education teachers in Bukidnon for the school year 2020–2021. In the Division of Bukidnon, there are 150 physical education teachers. At the same time, in the Division of Valencia, there are a total of 36 physical education teachers. In the Division of Malaybalay, there are 50 physical education teachers. Hence, there would be a total population of 236 physical educators. Proportionate stratified sampling would be used in this study. This sampling method refers to the size of sample strata, which is proportional to population strata. This sampling was used to determine the number of teachers who served as a sample for each division. Table 1 shows the number of participants in each division as a sample for the study.

This study made use of a descriptive correlational research design and was conducted at Manolo Fortich National High School. One of the mega schools of the Department of Education—

Schools Division of Bukidnon lies along Sayre Highway, Tankulan, Manolo Fortich, Bukidnon. The school has a total student population of 3,652 in junior high school, of which 975 are Grade 10 students and 1,549 in senior high school, based on the updated DEP-LIS of the school.

III. Results and Discussion

In readiness, the overall mean is 3.76, indicating that physical education teachers are well prepared to face the challenges of the new normal. For strategies, the overall mean is 4.33, indicating that the participants are employing a high level of strategies in this new normal. In performance, the overall mean is 4.43, indicating that physical education teachers are performing admirably in this new normal.

The Pearson correlation analysis for the significant relationship between work performance, readiness for challenges, and strategies of PE teachers in the new normal is presented in Table 14. Technology literacy (0.063) has a P-value greater than the alpha value of 0.05, indicating that there is no significant relationship between the two variables, whereas work from home setup (.004), dispositions (.004), internet stability (.000), instruction (.000), collaboration (0.009), time management (.005), and flexibility (.002) have P-values less than the alpha value of 0.05, indicating that these variables have a significant relationship. This means that as these seven variables improve, so will the teachers' work performance.

The R-value of .463 indicates that there was a moderate degree of correlation between the predictors and dependent variable, while the R² value of .214 indicates that the predictors explained 21.4% of the variability of the work performance of the PE teachers in the new normal. Meanwhile, the P-value of F (9.8) of 0.00 indicates a significant relationship between the predictors and the work performance of PE teachers. The P-values for technological literacy (.938), disposition (.907), instruction (.948), collaboration (.917), time management (.923), and flexibility (.295) are more significant than the alpha value of 0.05, which implies that these said variables failed to predict the teachers work performance. Meanwhile, work-from-home (.019) and internet stability have P-values lower than the alpha value of 0.05, which implies that these two variables are significant predictors of teachers work performance. Of these two variables, the best predictor is internet stability, with a beta coefficient value of 0.30, followed by working from home, with a beta coefficient value of 0.199.

In summary, the 149 physical education teachers in the new normal have high readiness and challenges during this new normal, regarding dispositions, work-from-home setup, technology literacy, and internet stability. In terms of strategies, it has a high overall mean, which reveals that the participants have a high level of strategies during this new normal—in terms of flexibility, collaboration, instruction, and time management.

Moreover, the work performance of Mapeh/PE teachers in the new normal is very satisfactory in terms of mastery of the subject matter, lesson presentation, management of learning and creativity, and innovativeness. Furthermore, work-from-home setup, dispositions, internet stability instruction, collaboration, time management, and flexibility have P-values less than the alpha value, which suggests that these variables have a significant relationship to teachers' work performance in the new normal.

Lastly, the P-values for technological literacy, disposition, instruction, collaboration, time management, and flexibility are more significant than the alpha value, implying that these variables failed to predict the teachers' work performance. Meanwhile, work from home and internet stability have P-values lower than the alpha value, implying that these two variables are significant predictors of teachers' work performance. Of these two variables, the best predictor is internet stability and working from home.

IV. Conclusion

Physical education teachers have high readiness and challenges in the new normal. Regarding disposition, teachers believe it is vital to explore new teaching strategies that blend face-to-face and online learning. Physical education teachers have a high level of strategy in this new normal.

Despite the unexpected changes, they can adapt and tailor to new technology trends and ever-changing teaching needs.

Physical education teachers could connect and interact with students, deliver quality instruction consultations, and achieve learning goals, contributing to their high work performance in the new normal.

Furthermore, physical education teachers can cope and adjust to teaching needs, achieve quality instruction, secure a stable internet connection, participate in collaborative module creation, effectively manage their time, and achieve work-life balance. They positively influence and contribute to their work performance in the new normal.

Lastly, the flexible work environment with a secured, stable internet connection influenced and impacted work performance. However, a stable internet connection dramatically influences and impacts the work performance of physical education teachers in the new normal.

V. Recommendations

1. Physical education teachers have a high readiness and challenges in the new normal. Regarding disposition, teachers believe it is vital to explore new teaching strategies that blend face-to-face and online learning.
2. Physical education teachers have a high level of strategy in this new normal. Despite the unexpected changes, they can adapt and tailor to new technology trends and ever-changing teaching needs.
3. Physical Education teachers could connect and interact with students, deliver quality instruction consultation, and achieve learning goals, contributing to their high work performance in the new normal.
4. Furthermore, physical education teachers can cope and adjust to teaching needs, achieve quality instruction, secure a stable internet connection, participate in collaborative module creation, effectively manage their time, and achieve work-life balance. They positively influence and contribute to their work performance in the new normal.
5. Lastly, the flexible work environment with a secured, stable internet connection influenced and impacted the work performance. However, a stable internet connection dramatically influences and impacts the work performance of physical education teachers in the new normal.

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