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**LIVED EXPERIENCES OF PHYSICAL EDUCATION INSTRUCTORS  
USING DISTANCE LEARNING APPROACH A  
PHENOMENOLOGICAL STUDY**

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**ABSTRACT**

The COVID-19 pandemic prompted a global shift to distance learning, significantly impacting educational systems. This study explores the challenges faced by Physical Education (PE) instructors at Bicol College during this transition, focusing on their experiences with educational technology. The objectives include analyzing the instructors' adaptation to distance learning and identifying common challenges related to technology use, resources, and system support. Using a phenomenological approach, data was collected through interviews and observations from six PE instructors. The findings reveal several key challenges: connectivity constraints, inadequate technological infrastructure, and system compatibility issues. Additionally, the sudden shift exposed the instructors' lack of training and preparation, leading to reduced teaching effectiveness and student engagement. The study underscores the uneven adaptation across diverse contexts, with remote areas facing greater difficulties. To address these issues, the study proposes an intervention plan focusing on enhancing instructor training, providing necessary technological resources, and supporting online connectivity. The conclusion highlights the need for institutional investment in training and infrastructure to better equip instructors for distance learning. By addressing these challenges, educational institutions can improve the effectiveness of distance learning and leverage educational technology to enhance learning outcomes.

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**Keywords:** *Lived Experiences, Distance Learning, Physical Education, Educational Technology*

## INTRODUCTION

The COVID-19 pandemic led to widespread school closures globally, affecting over 1.2 billion children, according to UNICEF. This disruption forced a rapid shift to e-learning, with education systems adopting online platforms and digital tools. The World Economic Forum (2020) noted that online learning can enhance material retention and save time, suggesting that these changes may have lasting impacts on education. As a result, the demand for educational technology (EdTech) has surged, with significant investments and increased usage of online learning platforms, such as BYJU's in India and Tencent Classroom in China (Dubey & Pandey, 2020).

Despite the challenges, many educational institutions and platforms have adapted by offering free access to their services and expanding their technological infrastructure (Nurdyansyah, 2017). However, the sudden shift to online learning raises questions about the long-term sustainability of these changes and their effects on global education. The pandemic has particularly impacted higher education, where institutions must quickly develop resilient learning systems involving all stakeholders, including administrators, faculty, students, parents, and external partners (Illanes et al., 2020; Smalley, 2020).

In the Philippines, the pandemic's disruption necessitates a resilient educational system that can maintain the continuity of teaching and learning. The study focuses on the challenges faced by Physical Education professors at Bicol College in adapting to educational technology. It highlights the difficulties experienced by older faculty members, who struggle with new teaching methods and the impact this has on student learning. The research aims

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to inform school administration about these challenges and their effects on the educational process (Franki et al., 2020; Henderson, 2012; Howard, 2017).

## FRAMEWORK

The researchers utilized Fred Davis' Technology Acceptance Model (TAM) and George Siemen's Connectivism Learning Theory to frame their study. TAM, developed by Davis, Bagozzi, and Warshaw (1989), examines the relationship between individuals' attitudes toward information and communication technologies (ICT) and their actual use, emphasizing perceived usefulness and ease of use. This model helps explain the challenges educators face in adopting educational technology. Siemen's Connectivism Learning Theory highlights how internet technologies enable new forms of learning and knowledge sharing, viewing learning as the process of recognizing patterns within a network. Additionally, the researchers propose the Technology Generation and Users' Era Model Theory, which explores how generational differences influence technology use, particularly among senior users, considering the type and level of technology involved.

The study's input includes Physical Education instructors at Bicol College, focusing on their challenges with educational technology. The process involves analyzing their lived experiences through phenomenological analysis, identifying common issues in technology utilization, resources, and system adaptation. The output will be an intervention plan to address these challenges, along with recommendations to support educators in similar contexts.

## OBJECTIVES OF THE STUDY

The objective of this study was to explore the lived experiences of Physical Education instructors who transitioned to distance learning through a phenomenological analysis. The research aimed to analyze common challenges faced by instructors in using educational  
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technology for teaching PE subjects, focusing on issues related to utilization, resources, and system support. Additionally, the study sought to understand the instructors' experiences as they adapted from traditional face-to-face teaching to the new distance learning modality. Based on the findings, the study proposed an intervention plan to address these challenges and improve the instructors' experiences. It was assumed that the primary challenges were related to technology utilization, that instructors' experiences varied based on their coping strategies, and that the proposed intervention plan would be informed by these insights to effectively address the identified issues.

## METHODOLOGY

This study used a phenomenological approach to explore the lived experiences of Physical Education instructors at Bicol College who employed a distance learning strategy. Data was collected through interviews, observations, and documents, focusing on the challenges instructors faced in using educational technology, their adaptation from traditional to distance learning, and their coping strategies. The researchers employed purposive sampling to select six respondents from the College of Teacher Education. The study site was Bicol College, South Campus, Daraga, Albay. After obtaining consent and distributing interview questionnaires, data was analyzed to propose an intervention plan addressing common problems and adverse experiences. The research adhered to a qualitative methodology, interpreting data based on the participants' experiences and employing evaluative research techniques for a comprehensive understanding.

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## RESULT AND DISCUSSION

### 1. Common Problems of Instructors in Using Educational Technology in Teaching *Connectivity Constraints*

Instructors reported frequent interruptions due to unstable internet connections and power outages, which disrupted their ability to deliver lessons effectively and maintain consistent online engagement with students.

#### *Infrastructure Gaps*

Participants highlighted significant shortages in equipment and facilities, pointing to a lack of appropriate technological tools and resources that hindered the implementation of educational technology in Physical Education.

#### *System Compatibility Issues*

Instructors faced challenges with older models of devices and inadequate system processing power, which impeded their ability to fully utilize educational technology and integrate it into their teaching practices.

### 2. Lived Experiences of the Instructors on the Abrupt Adaptation of the Distance Learning Modality From the Traditional Face-To-Face Class.

#### *Challenges of Remote Access and Technology Availability*

Participants reported significant issues with technology access and internet connectivity, which created barriers to effective teaching and learning. Instructor No. 2 and No. 6 highlighted that students in remote areas struggled to join online classes, and concerns about verifying student engagement and completion of assignments arose. Instructor No. 4 and No. 5 echoed these concerns, noting the absence of modern gadgets and poor internet access in certain areas as major obstacles. These challenges reflect the broader issues of technological inequity and the digital divide faced during the transition (Howard, 2017).

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### ***Inadequate Training and Preparation***

The abrupt shift to distance learning revealed a lack of adequate training and preparation for instructors. Instructor No. 5 and No. 4 expressed frustration over the insufficient training programs for distance education, particularly for Physical Education, which traditionally relies on physical presence and interactive assessments. This inadequacy led to difficulties in adapting teaching methods and conducting effective performance evaluations remotely. Instructor No. 1's experience of not teaching during the pandemic underscores the impact of inadequate preparation on instructors' ability to transition smoothly (Henderson, 2012).

### ***Impact on Teaching Effectiveness and Student Engagement***

Instructors observed a decline in teaching effectiveness and student engagement due to the shift to distance learning. Instructor No. 3 noted that lessons were not effectively communicated to students, resulting in poor participation. The overall impact on student learning and engagement highlighted the challenges of replicating the interactive and hands-on nature of Physical Education in a virtual environment. This theme emphasizes the need for innovative approaches and resources to enhance distance learning in subjects that are inherently interactive (Franki et al., 2020).

### ***Uneven Adaptation Across Diverse Contexts***

The varied experiences of instructors reveal an uneven adaptation to distance learning, influenced by contextual factors such as geographic location and available resources. The difficulties experienced by instructors in remote areas versus those in more urban settings illustrate how contextual factors shaped the effectiveness and challenges of the transition. This theme underscores the importance of addressing these disparities to ensure a more equitable implementation of distance learning strategies (Smith & Lee, 2019).

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### 3. Proposed Intervention Plan to Address Common Problems and Adverse Lived Experiences of Instructors

The proposed intervention plan aims to enhance remote teaching and learning for instructors by addressing key challenges such as technology access, inadequate training, and varying levels of student engagement. It focuses on providing equitable access to devices and internet connectivity, delivering comprehensive training workshops on effective distance education strategies, and developing innovative teaching resources tailored for remote learning environments. Additionally, the plan emphasizes creating supportive networks for instructors to share best practices and experiences. By fostering collaboration among stakeholders and implementing ongoing support mechanisms, this intervention seeks to improve teaching effectiveness and ensure a more equitable educational experience for all students, particularly those in remote areas.

The intervention plan also incorporates a phased implementation approach, beginning with a thorough needs assessment to identify specific technological gaps and training requirements among instructors. This will be followed by tailored workshops focused on practical skills for engaging students in a virtual environment, particularly for subjects that require hands-on interaction, like Physical Education.

To enhance technology access, partnerships will be established with local government units and community organizations to facilitate the provision of devices and improve internet infrastructure in underserved areas. Regular feedback sessions will be conducted to evaluate the effectiveness of the training and resources provided, allowing for continuous refinement of strategies.

Moreover, a mentorship program will connect experienced instructors with those facing challenges, fostering a culture of collaboration and shared learning. Communication and outreach initiatives will engage students and parents to raise awareness about available resources and support, ensuring a holistic approach to

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overcoming barriers in remote education. Ultimately, the plan aims to create a sustainable framework that not only addresses immediate challenges but also empowers instructors and students for future learning contexts.

## PROGRAM TITLE

### **Enhancing Remote Teaching and Learning: An Intervention Plan for Instructors**

#### **Program Objectives**

1. To improve access to technology and internet connectivity for instructors and students.
2. To provide comprehensive training for instructors on effective distance learning strategies.
3. To enhance teaching effectiveness and student engagement through innovative approaches.
4. To address disparities in adaptation to distance learning across different geographic contexts.

#### **Date of Implementation**

**January 2025 – December 2025**

#### **Introduction**

The transition to distance learning has exposed significant challenges faced by instructors, particularly regarding technology access, training inadequacies, and varied adaptation to new teaching methods. This intervention plan aims to equip instructors with the necessary tools and training to enhance teaching effectiveness and ensure equitable access to education for all students.

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## Program Goals

- Facilitate equitable access to technology for instructors and students.
- Develop a tailored training program focused on distance education methodologies.
- Implement innovative teaching strategies that promote student engagement.
- Foster a supportive network for instructors to share best practices and resources.

## Target Population

- Instructors across various subjects, particularly in Physical Education.
- Students enrolled in distance learning programs, especially those in remote areas.

## Needs Assessment

A survey of instructors revealed the following needs:

- **Technology Access**
  - Significant barriers in internet connectivity and device availability.
- **Training Gaps**
  - Lack of adequate training programs specifically for distance education.
- **Engagement Strategies**
  - Need for resources and strategies to enhance student participation.
- **Contextual Support**
  - Varied adaptation experiences based on geographic and resource disparities.

## Intervention Strategies

### 1. Technology Provision

- Partner with local government and NGOs to provide devices and improve internet access in remote areas.

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## 2. Training Workshops

- Organize workshops focusing on distance education techniques, assessment strategies, and engagement methods.

## 3. Resource Development

- Create and distribute teaching materials and online resources tailored for remote learning environments.

## 4. Peer Support Networks

- Establish communities of practice for instructors to collaborate and share effective practices.

## Program Implementation

- **Phase 1** - Needs assessment and partnership development (January - March 2025).
- **Phase 2**- Procurement of technology and creation of training materials (April - June 2025).
- **Phase 3**- Delivery of training workshops and technology distribution (July - September 2025).
- **Phase 4**- Implementation of new teaching strategies and ongoing support (October - December 2025).

## Monitoring and Evaluation

### • Regular Feedback Surveys

- Conduct bi-monthly surveys to assess instructors' satisfaction and challenges.

### • Engagement Metrics

- Analyze student engagement and performance data pre- and post-intervention.

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- **Final Evaluation Report**

- Compile a comprehensive report assessing the impact of the intervention on teaching effectiveness and student engagement.

### **Sustainability Plan**

- Establish ongoing training programs for new instructors and refresher courses for existing staff.
- Create a technology maintenance plan in collaboration with local organizations to ensure continued access to resources.
- Encourage ongoing collaboration among instructors through regular meetings and online forums.

### **Communication and Outreach**

- Develop a communication plan to inform instructors and stakeholders about program goals, progress, and outcomes.
- Use newsletters, social media, and community meetings to share success stories and best practices.

### **Budget**

- **Technology Provision -**
- **Training Workshops -**
- **Resource Development -**
- **Monitoring and Evaluation -**
- **Total Estimated Budget –**

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## Approval and Authorization

This intervention plan will be submitted for approval to the relevant educational authorities and stakeholders, including the Department of Education and local government units, to ensure alignment with educational goals and access to funding.

## CONCLUSION

The study concluded that instructors faced significant challenges in adapting to distance learning, primarily due to issues with technology use and unstable internet connections. These difficulties were compounded by inadequate training, which hindered effective teaching and led to increased stress among instructors. However, the research also highlighted the potential of educational technology to enhance learning outcomes when used effectively. To address these issues, it is essential for the institution to invest in training and infrastructure improvements, ensuring that instructors are well-equipped to navigate the demands of distance learning and maximize the benefits of technology in education.

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ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



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World Economic Forum. (2020). The COVID-19 pandemic has changed education forever.

Retrieved from <https://www.weforum.org>



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