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Physical Education Teachers' Attitude, Skills, and Experiences in Promoting Inclusivity During Covid-19 Pandemic

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Abstract

The rapid transition to remote learning during the COVID-19 pandemic necessitated an evaluation of physical education (PE) teachers' attitudes, skills, and classroom practices. This assessment aimed to gauge their ability to promote inclusivity in PE classes across various modalities, ensuring educational resilience amidst disruptions caused not only by a global health emergency but also by diverse factors such as learners' health conditions, disabilities, conflicts, and family mobility.

Data were gathered through structured questionnaires and unstructured interviews conducted in the largest high schools across the five school divisions of Nueva Ecija province. Eligible participants had a minimum of three years' teaching experience. The questionnaire explored teacher profiles and their attitudes, skills, and practices in promoting inclusivity, while the interview-guided questionnaire delved deeper into the challenges faced by PE teachers during the pandemic.

Most surveyed PE teachers were female, aged 31-40, with over half holding a master's degree. Many held tenured positions beyond entry level, with 6-10 years of teaching experience. They managed standard teaching loads and had limited involvement in non-teaching assignments. During the pandemic, these teachers used blended and print modular instruction but lacked formal training in remote learning and inclusive education.

The teachers held positive attitudes toward adopting inclusivity in their physical education classes and self-reported implementing inclusive practices. However, they recognized a gap in their skill level to fully implement the principles of inclusivity. Only age was found to be significantly related to the attitude of respondents where younger teachers are more receptive to embracing inclusive education. Non-teaching assignments were found to be significantly related to the inclusive practices of the respondents with the reduction of these duties in remote setup.

Reported challenges faced by these teachers during the pandemic included unpreparedness in teaching PE via online methods, limited technological skills, academic integrity concerns, and students' technological limitations.

The abovementioned findings underscored the importance of tailored seminars, resource access, community support, and collaborative efforts with parents and external organizations in fostering inclusive education during remote teaching.

Keywords: Physical Education, Inclusivity, Remote Learning, COVID-19 Pandemic.

1. Introduction

The educational sector was among the worst hit by the COVID-19 pandemic (Onyema et al., 2020)^[22]. The mobility restrictions closed schools and forced teachers to rethink overnight their long-term teaching and educational experiences as school systems have no other option but to utilize emergency remote teaching modality to curb the further spread of the highly contagious virus (Low et al., 2023).^[22] Newspapers and social media suddenly became flooded with pleas and feedback from teachers on the challenges of remote instruction (Cardullo et al., 2021; Ujjanti, 2021)^[9, 34]. Worse, learners from the most disadvantaged background bear the brunt of the pandemic effects on education (Barnová et al., 2021)^[7].

Despite these challenges, the government remains steadfast in its commitment to promoting quality and accessible education, especially in the face of the pandemic (Briones, 2020).^[19] Legislative efforts, such as Republic Acts 11650, 11510, and 10533, underscore this

commitment by ensuring equal opportunities for all students, irrespective of socioeconomic status, gender, religion, or disability. Implementation guidelines, like those outlined in Section 3 and Section 5 of RA 10533's Implementing Rules and Regulations, emphasize learner-centered and inclusive curricula.

Moreover, the Department of Education (DepEd) has taken proactive measures to integrate inclusive education into the national curriculum prior to the COVID-19 pandemic. Policies such as DepEd Order 21, series of 2019, and the Inclusive Education Policy Framework for Basic Education provide a robust framework for enhancing inclusive practices across all levels of governance within the department.

Despite these efforts, challenges persist in fully realizing inclusive education, especially during the onset of the COVID-pandemic (Charalambous & Papademetriou, 2023; Dianito, et al., 2021; Uleanya, et al., 2021)^[10, 12, 35]. Physical barriers, curriculum limitations, and insufficient teacher training remain significant obstacles to inclusion, as highlighted by Arnaiz-Sánchez et al. (2021).^[4]

Addressing these challenges requires a multifaceted approach, including ongoing support and training for teachers (Mitchell, 2015)^[23]. Department Order 42, series of 2017, outlines expectations for teachers and emphasizes the importance of the Philippine Professional Standards for Teachers (PPST) in developing their skills for inclusive education.

Understanding teachers' attitudes and perceptions toward inclusion is crucial for informing policy and practice (Garcia, & Nguyen, 2019; Smith and Johnson, 2021)^[13, 31]. While studies indicate generally positive attitudes among teachers, there is a need to bridge the gap between attitudes and practical implementation through targeted training and support initiatives (Rodriguez, & Lee, 2020; Thompson & Clark, 2021)^[26].

Moving forward, lessons from the pandemic must inform strategies for promoting inclusivity in education (Johnson & Smith, 2022; Patel & Williams 2020)^[16, 25]. This includes assessing teachers' competencies in promoting inclusivity in various modalities, including physical education, to ensure educational resilience in the face of disruptions (Gutierrez et al., 2023; Lopez-Fernandez et al., 2023; Tegero, 2021)^[15, 21, 33]. Conducting further research on teachers' attitudes, skills, and experiences will provide valuable insights for strengthening inclusive practices and addressing the diverse needs of students in the Philippine educational system.

2. Materials and methods

The study employed a quantitative approach and utilized a descriptive-comparative research design to investigate variations among variables. Descriptive-comparative research entails comparing diverse groups to unveil connections. In this study, two or more comparable groups or situations are observed, and their similarities and differences are delineated. The aim of employing the descriptive-comparative method is to elucidate and comprehend the constancy of the studied objects without attempting to alter them (Al Musawi, 2023)^[3].

The study utilized descriptive and inferential statistics to quantitatively analyze the attitudes, skills, and experiences of physical education (PE) teachers in fostering inclusivity during the COVID-19 pandemic. Additionally, thematic analysis was employed to qualitatively analyze the

challenges and coping mechanisms used by PE teachers in teaching physical education during the pandemic. Qualitative data were obtained through in-depth interviews conducted with selected PE teachers.

2.1. Participants

A total of 92 physical education (PE) teachers coming from the biggest high schools in the five cities in the province of Nueva Ecija which include Nueva Ecija High School in Cabanatuan City, Juan R. Liwag Memorial High in Gapan City, Palayan City National High School in Palayan City, San Jose City National High School in San Jose City, and Muñoz National High School in the Science City of Muñoz.

Participants in the study were required to possess a minimum of three years of teaching experience which include an experience teaching prior to the resumption of face-to-face classes, ensuring that they had acquired essential expertise in physical education instruction both prior to and during the COVID-19 pandemic. This criterion was established to ensure a sufficient level of professional experience among the respondents. Furthermore, the interview participants were chosen randomly from a pool of teachers who expressed their willingness to take part in the interview.

2.2. Data Collection

The researcher followed the Department of Education's protocol on gathering research data from their personnel (DepEd, 2020). A letter of intent was first sent to the Office of the Director - DepEd Regional III Office to conduct a study among physical education teachers in each of the public schools with the biggest enrolment in five schools' division as spelled out in the DepEd Regional Memorandum No. 228, series of 2020.

After obtaining the director's approval, individual letters were also sent to the superintendent of each school division, formally requesting permission to conduct the study in one of the public schools under their jurisdiction. Upon receipt of the superintendents' approvals, a letter addressed to the school principal was personally delivered to each school to seek their consent. Upon receiving the principal's agreement, the researcher was directed to the department chairperson of physical education for endorsement to the teachers.

The department chairperson, in turn, organized a meeting for the researcher to meet the potential respondents. During the meeting, they were briefed about the objectives of the study, their potential participation, and details of the informed consent. The potential respondents were given time to ask questions or clarify any questions.

The researcher also provided his contact information in the form of email, mobile number, and Messenger account to ensure that the respondents can always reach out should they have concerns regarding their participation in the study.

All participants were briefed that they could reach out to the University Ethics Review Committee Center for Research and Development of the Adamson University to report any concerns.

The respondents were given the options to fill out the consent form and accomplish the questionnaire on paper or via Google Forms.

Those who signified their intention to participate in the interview session were contacted via their Messenger to ask for their availability.

3. Results & Discussion

3.1. Socio-Demographic Profile of the Respondents

The results show that majority of the respondents were female, 40 years old and below, hold Master's degrees, Teacher III and with 6-10 years teaching experiences. Additionally, most respondents reported having only one preparation, six teaching loads, no involvement in non-teaching assignments, utilized blended learning for teaching physical education, and lacked formal training or participation in seminars on remote learning and inclusive education.

3.2. PE teachers' attitude in promoting inclusivity in teaching physical education during COVID-19 Pandemic

The result indicates that PE teachers hold a favorable attitude regarding inclusivity, with an overall mean score of 4.28, corresponding to a "strongly agree."

Evidently, the respondents' answers to the ten attitude-related items all fell within the "strongly agree" classification. This clearly suggests that teachers acknowledge their significant role in promoting inclusivity in teaching physical education.

These outcomes align with various studies where it was demonstrated that teachers consistently display a positive attitude towards inclusivity (e.g., Alhumaid et al., 2022; Avramidis & Kalyva, 2007; Krischler et al., 2019)^[2, 5, 17].

3.3. PE teachers' practices in inclusivity in teaching physical education during COVID-19 Pandemic

The data reveals that PE teachers score high in their inclusive teaching practices during the COVID-19 Pandemic with an overall weighted mean of 4.26 which is interpreted as strongly agree. They believe that their inclusive teaching strategies effectively educate and cater the needs of their students with diverse needs. Despite their limited training in inclusive education, they still strive to fulfill their role as teachers, wherein they should teach and guide their students based on their needs and capabilities, in order to improve the performance of students with diverse needs (Dash, 2018; Schwab, et al., 2022)^[11, 29].

The result was supported by the study of Schwab and Alnahdi (2020)^[28], where teachers rated their inclusive teaching practices high.

However, Tant and Watelain (2016)^[32] revealed that teachers consistently face challenges due to inadequate preparation and support for the successful integration of inclusive practices. To ensure the successful implementation of inclusive education, teachers must feel adequately prepared to incorporate inclusive practices into their teaching (Krischler et al., 2019; Sharma, et al., 2021)^[17, 30].

3.4. PE teachers' skills for inclusivity in teaching physical education during COVID-19 Pandemic

The result shows that the overall waited mean rating for teachers' skill level is only 4.07, categorizing it as "agree". This data underscores a requirement for increased proficiency levels. The findings reveal a gap in their current skill levels, emphasizing the significance of prioritizing the enhancement of physical education teachers' abilities to foster inclusivity in their teaching practices.

The result was supported by several studies (e.g., Ahsan et al., 2013; Baguisa & Ang-Manaig, 2021)^[1, 6], emphasizing the importance for educators to have access to high-quality training that offers essential information and cultivates the skills necessary for effectively navigating the complexities

of inclusive education. This highlights the significance of ensuring that teachers are adequately prepared to instruct diverse students, regardless of their intellectual, emotional, behavioral, social, and physical characteristics.

3.5. Difference of Respondents' Attitude, Practices, and Skills in Promoting Inclusivity in Teaching physical Education When Grouped According to their Profile

The Kruskal-Wallis Test was used to see if there were significant differences in the attitude, practices and skills of respondents when grouped according to their profile in terms of their age, teaching position, and length of service. In addition, the Mann-Whitney U test was employed to assess whether there were significant differences in the attitude, practices and skills of respondents when grouped according to their sex, highest educational attainment, attended training on remote learning and inclusive education, involvement in non-teaching assignments, number of teaching loads, and number of teaching delivery modality used.

The results show that age has a significant relationship with the attitude of the respondents in promoting inclusivity in teaching physical education. This simply means that the age of the teachers has a significant impact on their attitude toward promoting inclusivity. It also implies that their age could influence physical education teachers' attitudes toward promoting inclusive education, as younger teachers are more receptive to inclusivity in teaching physical education.

The findings are corroborated by the study conducted by Saloviita (2020)^[27] and by Tant and Watelain (2016)^[32], which concluded that younger, less experienced teachers generally exhibit more favorable attitudes towards inclusion when compared to their older, more seasoned counterparts. Researchers suggest that the younger teachers' more positive outlook is associated with their greater receptiveness to inclusive practices (Vaz et al., 2015)^[36].

Moreover, the PE teachers' involvement in non-teaching assignment was significantly related to the practices of respondents in promoting inclusivity in teaching physical education. The result was supported by the study conducted by Yousaf et al., 2021^[38] that non-teaching assignments significantly affect both job satisfaction and performance of a teacher.

The data reveal that during the COVID-19 pandemic, PE teachers experienced a decrease in non-teaching assignments due to reduced student participation in activities like sports events, camping, cultural performances, and competitions typically supervised by them. Consequently, physical education teachers have significantly reduced their non-teaching involvement, allowing them more time to refine and customize lessons to meet the diverse needs of their students.

Conversely, studies by Kulal et al. (2022), Waxman (2003), and Yousaf et al. (2021)^[18, 37, 38], have highlighted challenges teachers face with non-teaching assignments. These challenges often lead to insufficient time for lesson preparation and planning, ultimately impacting the quality of teaching (Kulal et al., 2022; Waxman, 2003)^[18, 37].

However, none of the teacher's profile were significantly associated with the skills of the respondents. This shows that the profile of respondents, such as their age, teaching position, length of service, sex, highest educational attainment, attended training on remote learning and inclusive education, involvement in non-teaching

assignments, number of teaching loads, and number of teaching delivery modality used, is not directly related to their skills. This could be attributed to the self-reports of the teachers that they did not given an opportunity to attend a training on inclusive education nor taken a course on inclusive education whether at the undergraduate or graduate level. The lack of training or coursework suggest that they may lack the necessary skills to effectively implement or promote inclusivity in teaching physical education.

This finding is supported by Bothma (1997)^[8] suggesting that teachers will need in-service education and training to gain new skills in inclusive education before they could fully embrace these concepts in class. Gibbs and Coffy (2004)^[14] illustrate how effective teachers' training in developing skills against those who did not get any training at all. In addition, studies also suggest that teachers who receive professional development opportunities have more positive attitudes towards inclusion (Avramidis et al., 2000)^[5].

3.6. Challenges Encountered by Physical Education Teachers in Teaching Physical Education During Pandemic

3.6.1. Lack of readiness in teaching PE using modular/online modality

Amidst the ongoing crisis, remote education is predominantly dependent on digital resources, encompassing email, online classes, and platforms for sharing documents. This underscores the critical need to augment the digital proficiency of teachers. Although many teachers are already incorporating digital tools like videos into their teaching practices, a considerable number still face challenges due to insufficient knowledge, skills, and tools required for creating high-quality online learning materials (Lapuz, 2022)^[19].

The outcomes of in-depth interviews revealed that physical education (PE) teachers were unprepared for the sudden transition from face-to-face PE classes to a modular or online modality. PE Teacher A expressed this lack of preparedness by stating, "So yun yung unang-unang hindi napaghandaan. Bigla kasi tayo nag-shift sa modular at online" ("So that's the very first thing that wasn't prepared for. It happened suddenly because we shifted to modular and online").

Furthermore, PE Teacher F also acknowledged the lack of readiness for the sudden change in teaching methods, particularly in PE. He mentioned, "Dahil nabigla po ang lahat at hindi tayo handa sa biglang pagbabago sa pagtuturo natin lalo na sa PE lahat ay nangapa at nag trial and error kung anong magandang gawin para maituro ng maayos ang PE" ("Because everyone was caught off guard, and we were not prepared for the sudden changes in our teaching methods, especially in Physical Education (PE), everyone groped in the dark and engaged in trial and error to figure out the best way to teach PE effectively").

Moreover, PE teachers express apprehension about their perceived lack of the necessary knowledge and skills required for effective remote teaching. A specific example is highlighted in the case of Physical Education teacher D, who faces numerous challenges due to a lack of expertise in dealing with the unexpected shift to remote teaching brought about by the pandemic. He stated, "actually maraming problema dahil biglaan hindi naman natin alam

kung paano mag-react dahil unang-unang palang na-experience natin ngayon sa paghahanda ng aralin kasi meron na tayong inoffer na tatlong mode during pandemic yung ating modular, digitized at tsaka online teaching so kung yung tatlo na yun marami tayong kinaharap doon hindi naman kaagad-aagad nagtagumpay." ("Actually, there are many problems because it was sudden, and we don't know how to react because it's our first experience in preparing lessons. We offered three modes during the pandemic: modular, digitized, and online teaching. So, with those three, we faced a lot of challenges, and success didn't come right away").

To address the knowledge and skills gap among Physical Education (PE) teachers teaching through modular or online modalities, a potential solution involves the implementation of comprehensive training sessions and seminars. These initiatives aim to equip PE teachers with the necessary know-how on managing their classes effectively in the context of modular or online teaching.

In an interview, Teacher A emphasized the necessity for teachers to undergo additional training to keep pace with technological advancements. He stated, "Unang-una diyan sa part ng teacher, kailangan mas marami pa silang trainings na gagawin para makasabay ang mga teachers sa technology." At malaki ang tungkulin ng paaralan upang sila ay ma-equipped at maging handa sa pagbabagong ito" (First and foremost, on the part of the teacher, they need to undergo more trainings to keep up with technology. The school has a significant role in ensuring that they are equipped and prepared for this change"). As mentioned by PE Teacher A, "Sa parte ng teacher, ang ginawa naman namin ay ayun, talagang yung school nag-provide ng training on online, pagsishift from modular to online." ("In the teacher's part, what we did was, the school really provided training on the shift from modular to online").

3.6.2. Lack of technological skills

The unexpected onset of the pandemic posed a significant challenge for teachers, particularly those teaching physical education (PE), who were accustomed to traditional face-to-face instruction. Transitioning to an online modality became particularly daunting for PE teachers, as the nature of the subject traditionally did not involve the use of devices or technology. This shift was especially problematic for older teachers within the Department of Education (DepEd), who needed to be more adept at utilizing technology. As expressed by PE Teacher A, "Dahil alam mo naman yung mga teachers sa DepEd lalo na yung mga may edad, hindi masyadong magaling sa technology." ("Because you know the teachers in the Department of Education, especially the older ones, are not very adept with technology").

In the context of online education requirements, teachers must possess not only basic technological skills but also a proficient understanding of how to effectively utilize technology and different applications to enhance their teaching methods. An interview revealed that some teachers encountered difficulties, such as using Learning Management Systems (LMS) like Google Classroom, due to their unfamiliarity with these platforms. For instance, PE Teacher B admitted to being inexperienced in online teaching and faced challenges navigating Google Classroom. He stated, "Ako nga hindi ako marunong gumamit ng Google Classroom. Actually, yung bago-bago ako nagtuturo ng online." ("I, for one, don't know how to

use Google Classroom. Actually, I just recently started teaching online").

To cope with the challenges of utilizing Learning Management Systems (LMS), some teachers seek assistance from more knowledgeable colleagues. These teachers delegate the task of uploading lessons and learning activities to their Google Classroom to those with a greater understanding of LMS functionality, given their limited familiarity with the platform. Physical Education Teacher B acknowledged this practice, stating, "Aminado talaga ako na may ichachat lang ako, ichachat ko lang co-teacher ko. Alam niya yung ano ko eh, password ko. Salpakan mo ko ng mga lesson na ganito, yung learning activity sheet ko ilagay mo." ("I really admit that I will just chat with someone, I will just chat with my co-teacher. She knows my details, my password. Send me the lessons like this, put my learning activity sheet there").

In addition to a need for more proficiency in utilizing Learning Management Systems (LMS), PE Teacher E highlighted a challenge they encountered related to using various applications. The unfamiliarity with these applications posed difficulties as they were uncertain about manipulating and effectively integrating these tools into their teaching methods. PE Teacher E expressed, "Bago tayo eh, nangangapa tayo kung paano gamitin yung mga applications at kung paano ba natin ito gagamitin sa pagtuturo." ("We're not familiar, we were still figuring out how to use the applications and how we could use them in teaching")

In the realm of education, the experiences shared by teachers serve as valuable lessons and guidance, enabling them to be prepared and equipped to enhance their teaching methodologies through integrating modern technology and various applications. This adaptation is crucial to align with the demands of the new normal in education. The emergence of diverse teaching modalities, such as online instruction, provides teachers with additional options beyond traditional face-to-face teaching. These modalities are indispensable tools in navigating challenging periods like the pandemic. According to PE Teacher A, "ihanda din natin ang ating mga sarili, ang ating mga mag-aaral, doon sa modality na meron palang ibang option na pwede natin puntahan maliban sa face-to-face teaching. Katulad ng online class." ("Let's also prepare ourselves, our students, for the modality where there is another option we can explore aside from face-to-face teaching, such as online classes").

3.6.3. Students' technology limitations

During the interview, participants highlighted challenges encountered in teaching, emphasizing that apart from issues related to teachers, they faced significant hurdles regarding student concerns, particularly in online learning. A prevalent difficulty reported by many students was related to internet connectivity problems, with some lacking the financial means to purchase mobile data for their smartphones, commonly utilized for online classes and the submission of academic requirements.

PE Teacher E: "Unang-unang dyan, sir, talaga kasi as a public teacher, alam naman natin na... Hindi naman lahat ng estudyante natin ay may kakayahan na magkaroon ng stable na internet, available ng mga gadgets kasi nga yung iba talaga nung wala pang pandemya, Yung ibang estudyante halos walang pangpamasahang pangpasok sa iskwelahan. Ano pa kaya ang pagkakaroon ng internet

connection at sariling gadget?" ("First and foremost, sir, it's really because as a public-school teacher, we know that... Not all of our students have the capability to have a stable internet connection, and gadgets are not always available. Some students, even before the pandemic, almost had no money for transportation to go to school. What more for having an internet connection and their own gadget?").

PE Teacher E: "sa pagsasubmit nila ng outputs nila yun nga kung iaa-upload nila ito at dahil data nga lang yung ibang estudyante talagang nag-reklamo sila masyadong magastos sa data. Like for example, sa video presentation nila napag nagpapakita sila ng mga different exercises na lang, or dances, ay nagre-reklamo sila dahil hindi nila maisend." ("When they submit their outputs, some students complain about the expense of data because they need to upload it. For instance, in their video presentation where they showcase different exercises or dances, they complain because they can't send it due to data constraints").

PE Teacher F: "Problema din yun kasi yung pagsa-submit nung mga bata ay individual at hindi rin lahat ng mga bata ay nakakapag-submit at hindi rin lahat ng mga bata ay mayroong internet. Kasi skill nga yun kaya ibig sabihin kailangan naka-video. So, kung wala silang internet paano sila pakakapag-send ng video o yung ibang mga bata wala ring gadgets." ("When they submit their outputs, some students complain about the expense of data because they need to upload it. For instance, in their video presentation where they showcase different exercises or dances, they complain because they can't send it due to data constraints").

Due to the prevailing issues related to internet connectivity in online classes, such as students running out of data or experiencing poor internet signals during class sessions, these challenges have become a common hindrance for students, preventing them from participating in their synchronous online classes.

PE Teacher A: "Kasi wala namang mabilis na internet connection sa bahay, sa iskwelaan. Yung mga bata natin talagang nag-adjust din kami tungkol dun sa connection nila yan ang nakita namin na isang mabigat na problema yung internet connection." ("Because there is no fast internet connection at home, in schools. We really had to adjust for our students regarding their connection; that's what we saw as a significant problem, the internet connection").

PE Teacher B: So, nauubos ang data... So, minsan yung ibang bata, papasok sila ngayon. Sa susunod na araw, hindi sila papasok." ("So, the data is running out... Sometimes, some students attend the class today. The next day, they won't come in").

In online learning, some students exploit difficulties with internet connectivity as a justification to avoid participating in synchronous class activities, as disclosed by their teacher during the interview. PE Teacher E as pointed out on his interview, "minsan, kapag nakatamaraan ng estudyante na ayaw mag-participate sa online class, magrara-rason na lang na walang internet, ganon tapos makikita mo online naman." ("Sometimes, when a student is lazy and doesn't want to participate in an online class, they'll just make excuses like having no internet, but then you'll see them online"). This problem highlights the impact of internet connectivity-related challenges on students' active involvement in online learning environments, illustrating a prevalent tendency to cite connectivity issues as a

convenient excuse for non-participation in synchronous sessions.

3.6.4. Compromised academic integrity

In accordance with previous discussions, the effectiveness of remote distance learning is greatly impacted by the readiness of educators and students. Comprehensive interviews with traditional classroom teachers indicated a lack of preparedness, aligning with a similar unpreparedness observed among students. This lack of readiness has led to several challenges, particularly in the domain of academic integrity. Challenges encompass difficulties in evaluating students' performance and outputs, questionable submissions in modules, and apprehensions about the quality of their academic work and performances. For example, there are instances when students return their modules without providing answers. According to PE Teacher B, "minsan yung nangyayari yung module hindi sinagutan isinoli sayo, ibinalik mo pagbalik wala pa rin sagot." ("Sometimes, when the module that was not answered is returned to you, you return it, but when it comes back, there still is no response").

If there are answers provided in the modules, it is clear that they were not created by the students, as the content in the modules does not reflect the handwriting of the students. As mentioned by PE Teacher B, "magbibigay ka ng module makikita mo naman ang nakasulat doon, sulat ng nanay." ("Sometimes, when a student is too lazy to participate in an online class, they will just make excuses like having no internet, but then you'll see them online"). The events in question have been substantiated based on reports and parent's confessions, acknowledging that, at times, parents themselves are the ones creating modules for their children. PE Teacher D mentioned that "kung yung bata siya talaga ang gagawa, pero kung katulad n'yan nare-report nga na mga magulang na ang gumagawa, hindi na yung bata." ("If the child is really the one doing it, but if it's like that, it's reported that the parents are the ones doing it, not the child").

The PE teachers are also facing issues with the assessment as mentioned by PE Teacher B, "Hindi mo alam ngayon kung sila yung gumagawa. Yun ang pinakamahirap nun." ("You don't know now if they're the ones doing it. That's the most difficult part"). In addition, PE Teacher A acknowledged his struggles with assessment, citing trust issues with students as a major concern. He stated, "Yun nga lang, nahihirapan ako sa pag-a-assess. Yun yung naging struggle ko kasi ang hirap i-assess nung hindi mo nakikita yung ginagawa... Don ba sumasagot sa module?" ("That's the thing, I'm having difficulty with the assessment. That's been my struggle because it's challenging to assess when you can't see what they're doing... Is that where they answer the module?"). Furthermore, PE Teacher D also mentioned, "sa modular yung pagtataya naging challenge talaga yun dahil di mo alam kung sino talaga ang sumasagot tatanggapin natin yan sa modular" ("In the modular assessment, it really became a challenge because you don't know who is actually answering; we just have to accept that in the modular setup").

3.6.5. Capability building needs

Based on the outcomes of comprehensive interviews with participants, it became evident that they aspire to enhance their knowledge and skills in effectively managing classes through remote distance learning. Some identified training

and seminar topics include utilizing various online platforms for teaching Physical Education, incorporating gadgets like mobile phones into the teaching process, creating video lessons, and developing modules tailored for distance learning.

Studies have also highlighted the noteworthy impact of training and seminars on the capability enhancement of teachers, as demonstrated in the research conducted by Zweig and Stafford (2016) [39]. Their findings reveal that educators engaged in online professional development were more inclined to express readiness for online teaching and demonstrated increased confidence in integrating technology into their instructional practices. Hence, the participants expressed their training requirements concerning various online platforms and technology-related learning needs.

PE Teacher A: "So, yung paggamit ng Google Classroom, paggamit ng Microsoft Teams, yun siguro yung enhancement na lang sa mga teacher at kung paano mas magiging effective yung kanilang pagtuturo." ("So, the use of Google Classroom, the use of Microsoft Teams, those are probably enhancements for teachers and how their teaching can become more effective").

PE Teacher D: Kailangan siguro may refresher pa ulit sa gamit ng iba't ibang platforms na pwedeng gamitin sa online classes dahil 'di naman lahat kasi nag oonline." ("Perhaps, there might be a need for a refresher on the use of various platforms that can be used in online classes because not everyone is engaged in online learning").

PE Teacher E: "Tingin ko sir, focus pa rin sa paggamit ng different softwares. Like for example, sa paggamit ng hindi ka lang... focus sa google meet dahil meron pa tayong plat forms katulad ng microsoft teams, zoom and then kung paano mag present ng mga video through FB dahil nga yung mga bata natin is na lagi sa facebook ah ano ng tawa don stream yard sa pag gagamit noon hindi lang para sa mas ma-enhance yung kakayahan ng teacher." ("I think, sir, it's still important to focus on using different software. For example, not just focusing on Google Meet because we have other platforms like Microsoft Teams, Zoom, and also on how to present videos through Facebook. Since our students are often on Facebook, it's good to explore tools like StreamYard not just for entertainment but to enhance the teacher's skills as well").

Teacher E: "pwede pa rin namang i-apply yung mga different applications sa pagtuturo for example, sa powerpoint na ganyan or yung mga ginagamit nating alternative sa pagtuturo, kahoot, capcut, mga applications." ("You can still apply different teaching applications, for example, like PowerPoint or the alternatives we use in teaching, such as Kahoot, Capcut, and other applications").

PE Teacher F: "Dun din siguro sa pagtuturo ng online class at sa paggamit ng iba't ibang platforms sa pagtuturo gaya ng Google classrooms and Microsoft teams." (Maybe also in teaching online classes and using various platforms for instruction, such as Google Classrooms and Microsoft Teams").

Furthermore, during the detailed interviews, participants highlighted the importance for physical education (PE) teachers to augment their expertise in creating instructional materials such as video lessons. This includes gaining proficiency in various video editing software and applications that can be utilized for teaching purposes.

PE Teacher A: “pinakamainam siguro yung matutunan din natin yung paggawa ng mga materials. Instructional materials para sa ating mga estudyante na na ka video base, na pwede natin i-upload anywhere, anytime basta mayroon tayong internet.” (“It would probably be best if we also learn how to create materials. Instructional materials for our students that are video-based, which we can upload anywhere, anytime, as long as we have internet access”).

PE Teacher B: “Pag-manipulate halimbawa, paano ba pagduduktong-dugtungin yung mga video clips, paano mag-edit, paano mag-prepare ng videos lesson. So yun yung suggestion ko na sana ma strengthen pa.” (“For manipulation, for example, how to connect the video clips, how to edit, how to prepare video lessons. So, that's my suggestion that I hope can be strengthened further”).

PE Teacher C: “Yun kasi ang problema natin, marami teacher's pa rin, sa aminin natin na hindi ganun karunong sa paggamit ng mga gadget. Yung nga simpleng sa paggamit ng cellphone. Pero yung imamanipulate mo yung... sa paggamit ng mga mismo sa discovery learning na gagawin mo doon para hindi siya ganun ka simpleng gawin kailangan ng mga training hindi lang basic kailangan may mga advance doon sa paggamit sa cellphone, sa editing sa presentation sa powerpoint presentation yung iba kasi talagang hindi alam...” (“The problem we have is that many teachers, let's admit it, are not proficient in using gadgets. Even in simple things like using a cellphone. But when it comes to manipulating... in using them for discovery learning, it's not as simple as it seems. It requires training, not just basic training, but advanced training in using cellphones, editing presentations, PowerPoint presentations, because some really don't know how to do it”).

PE Teacher C: “Yun nga, ang video lesson. Tutukan ang mga teachers dun sa paggawa ng video lesson. Kasi yan ang pinaka nakita ko, yan ang pinaka-effective na paraan, lalo na sa teacher ng PE para masundan ng bata yung kanilang itinuturo.” (“Exactly, the video lesson. Teachers should focus on creating video lessons. Because that's what I observed, it's the most effective way, especially for PE teachers, so that students can follow what they are teaching”).

4. Conclusions

Most of the teachers reported limited exposure to formal training or seminars on crucial topics like remote learning and inclusive education suggesting a potential gap as well as opportunity for in-service training. These teachers hold a positive stance toward promoting inclusivity in their physical education classes and actively implement inclusive practices as per their self-report. However, despite their positive mindset and endeavors to foster inclusivity, they acknowledge a gap in their self-reported skill level in fully embracing inclusivity within the class.

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