

TEACHER EDUCATION

Probing the Early Teaching Experiences of Newly Hired Physical Education Teachers: Implications for Curriculum Enhancement

Danie John C. Asio and Ruben L. Tagare, Jr.

Abstract

With the demand for the new basic education system in the Philippines, school divisions employ many physical education teachers each year to teach relevant courses in the K–12 curriculum. Since the implementation of this new curriculum in 2013, scholars have been examining the initial impact; however, investigation on the experiences of newly hired physical education teachers during their first year of service has barely been sufficient. As a result, this research used a qualitative phenomenology research design to elicit information on the early experiences of these teachers and use these as implications for enhancing the curriculum content of undergraduate teacher education programs. Participants from selected schools in Cotabato Province in the Philippines took part in an in-depth interview while closely adhering to the safety procedures brought by the COVID-19 pandemic. A few of the issues the research participants raised included integrating topics on adjusting to behavioral differences in the workplace, training

Danie John C. Asio, Department of Physical Education, Institute of Sports, Physical Education, and Recreation, University of Southern Mindanao, Philippines. Ruben L. Tagare, Jr., Department of Physical Education, Institute of Sports, Physical Education, and Recreation, University of Southern Mindanao, Philippines. Please send author correspondence to tagareruben@usm.edu.ph

preservice teachers to deliver lessons in a way that students can easily understand them, exposing preservice teachers to teaching strategies that boost student involvement and designing efficient instructional materials; and fostering teaching commitment to the teaching profession in preservice teachers. The data were then used in the development of conclusions and recommendations that can be used to improve the curriculum of Philippine undergraduate teacher education programs.

Education is a tool for socioeconomic progress and transformation. It is a pillar in the growth of a society. It allows an individual to acquire information with a particular skill in teaching, which was a great career in which time was impacting, transforming, and modifying a career for the better. The new instructor understands that the first few years are fraught with significant obstacles, humiliating blunders, and brutally hard days (Estrera, 2019).

Because learning about becoming a teacher is different than teaching after completion of teacher training, undergraduate students who take on the role of teacher may feel overwhelmed. Such emotions are normal but should not deter students from following their ambition of becoming a teacher. Newly hired teachers confront a lack of supervision and the design of regular lessons to educate their students daily. Furthermore, newly hired teachers have to hone their abilities and strengthen their relationships with their students and coworkers (Fry, 2007).

As the result of recent educational developments in the Philippines, newly hired teachers face numerous challenges, including a lack of administrative support, an inability to manage personal and professional expectations, limited teaching resources, a lack of professional development, and difficulty dealing with behavioral problems in the classroom. However, because of these difficulties in their work and specific circumstances, they tend to withdraw their ideals during points in their lives. For some essential purposes, performing this phenomenological research of newly hired physical education teachers is informative and beneficial. This study allows teachers to understand more about the newly hired senior high school teachers' lived experiences and challenges for teaching their subjects. It also helps them to understand the lived experience of physical education teachers and the implications of enhancing the curriculum.

This study addresses the question of “What were the lived experiences of newly hired Physical Education Teachers in Senior High School?” Specifically, this research aims to answer these subquestions:

1. What experiences do they like the most as newly hired physical education teachers?
2. What were the problems and challenges that the newly hired physical education teachers are experiencing?
3. As newly hired physical education teachers, what sensible suggestions can better prepare teacher education students in the actual teaching world?

Method

Research Design and Procedures

This study employed a qualitative design, especially the phenomenology approach, to investigate the lived experiences of newly hired physical education teachers. Qualitative research is the collection of nonnumerical data. The design is a naturalistic inquiry that seeks an in-depth knowledge of the occurrences seen in society.

The first step in collecting data for a phenomenology study was to secure a letter of authorization from the heads of the various research environments. The approval letters indicated that both parties engaged in the study agreed and received permission. Following an approved letter, we secured an informed consent contract from the participants. Informed consent emphasized that the participants engaged in the study were aware of and completely informed about the objectives.

An initial visit for the preliminary interview allowed us to collect preliminary data to make the study more credible and authentic. We additionally performed in-depth interviews with the participants to collect more accurate data, predict how honest and impartial the participants were, and confirm the study findings. We conducted validation and triangulation by generating and comparing the data from different participants.

Research Participants

Participants in this phenomenological research were drawn from chosen schools in the Cotabato Province in the Philippines

who were just hired in the Department of Education Senior High School for the 2019–2020 academic year.

Data Analysis and Interpretation

This study utilized the framework from Miles and Huberman (1994) to analyze and interpret the qualitative data: data reduction, data display, and conclusion drawing and verification. Data reduction is a method of coding and reducing the codes and converting the derived data into figures, tables, or discussions. We gathered the required information, categorized the participants' replies, and extracted the essential and relevant information. The resulting data were next transformed into figures, tables, or discussions. Thematic analysis was used for data sorting and in the categorization of qualitative data.

On the other hand, data display, or the presentation of organized data, facilitated the flow of information to the point at which conclusions were drawn. After analysis of the replies to the questions, a conclusion was drawn and verification was done. This helped us to describe the primary inputs in the study. Verification was done through reexamination of the data as many times as necessary until the desired confirmation level was achieved.

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

Ethical Considerations

We ensured that the necessary ethical standards and considerations were strictly followed throughout the study. We acknowledged that conformity and ethical standards were established. Thus, the strict adherence to the three principles relevant to research ethics involving human subjects mentioned in the 1979 Belmont report was observed thoroughly. These were the principles of respect to

person, beneficence, and justice. The teachers involved in this study were treated with the highest regard. Their involvement in this study was voluntary. They were likewise mindful that they could withdraw their participation at any time without any demands of explanation.

Likewise, the privacy and confidentiality of the research participants were ensured. The responses of the participants were treated with utmost anonymity. They just needed to sign the informed consent form as a sign of their voluntary participation. Beneficence was also an ethical standard that we observed in protecting the research participants from harm. We ensured that the guide questions used in data gathering had no degrading, discriminating, or unacceptable language offensive to the research participants. The participants did not undergo activities that would expose them to any physical or psychological dangers.

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

Results and Discussion

This section presents the experiences, standpoints, and insights from the participants who participated in the in-depth interview. Table 1 lists the experiences newly hired teacher mentioned the most. Table 2 lists the problems and challenges they face most commonly, and Table 3 lists their sensible suggestions to prepare students to teach in the real world.

Experiences Newly Hired Physical Education Teachers Like the Most

Theme 1: Newly Hired Teachers Face a Favorable Challenge Due to the New Normal Learning

The new normal learning appears to be a favorable challenge for newly hired teachers. With the suspension of face-to-face engagement within schools due to the COVID-19 pandemic, schools in the Philippines are adapting to the new normal form of education at present. Continuous innovations of educators and the active involvement of other stakeholders are the driving force for its success. For the continuity of education and for every school to still attain its

mission and vision, which is to provide quality education to every Filipino learner, the Department of Education implemented modular distance learning. Distance learning refers to a learning delivery modality where learning occurs between the teacher and the geographically remote learners during instruction. This modality has three types: modular distance learning, online distance learning, and TV/radio-based instruction (Quinones, 2020).

According to Bernardo (2020), modular learning is the most popular type of distance learning. In the Philippines, all public schools currently use this learning modality. According to a Department of Education survey (Baticulon et al., 2021), learning through printed and digital modules is the most preferred distance learning method for parents with children who are enrolled this academic year. This is also in consideration of the learners in rural areas where the internet is not accessible for online learning.

When participants were asked what experiences they liked the most as newly hired physical education teachers, the most mentioned was newly hired teachers face a favorable challenge due to the new normal learning. In this regard, Teachers 1 and 2 said,

As an educator, we need to teach our students well, especially now that we are experiencing a pandemic, we must find a way to teach our students well. (G11-T1)

The first time I entered as a newly hired physical education teacher was that I was teaching my students in a [virtual] way which is a challenge for me to teach my students well, and makes lessons that they just easier to understand even if we are in the new mode of teaching during this pandemic. (G11-T2)

Newly hired teachers face multiple challenges. They are beset with a multitude of concerns and anxieties. Such feelings are expected but should not deter their desire to “learn to teach” (Salandanan, 2005). In regard to challenges, Teachers 4 and 6 stated,

More haggard now, you will experience more tests, especially in the new teaching method, the modular and online. So, we

Table 1
Themes and Core Ideas of the Experiences They Like the Most as Newly Hired Physical Education Teachers

Major theme	Frequency of responses	Core idea
Newly hired teachers face a favorable challenge due to the new normal learning	Variant	The teacher must find a way to teach their students even when they are experiencing a pandemic.
	Variant	The teacher was excited about the new way of learning, which is the new teaching mode.
	Typical	Using online platforms for teaching the students in the new learning mode.
	Typical	New learning methods are applied to teach the students well during the pandemic.
More interactive teaching-learning process	Variant	The teacher must find a way to deliver their lessons well.
	Variant	Teaching and sharing some knowledge to their students.
	Typical	Gaining some new learnings and life lessons as an effective teacher.
Holistic physical education activities for the development of well-rounded learners	Variant	Experience in their first year of being a newly hired physical education teacher.
	Variant	Teaching how to develop and enhance their full potential as a student.
	Variant	Enhancing the abilities of the students.

Note. “General” means response mentioned by 50% or more of the participants. “Typical” means response mentioned by at least 25% but less than 50%. “Variant means response mentioned by less than 25% of the participants.

physical education teachers know that physical education is not only inside the classroom but also outside of it. (G11-T4)

Theme 2: More Interactive Teaching–Learning Process

This theme explores the experiences of newly hired physical education teachers, focusing on the aspects they find most rewarding. Through the insights of participants, it becomes evident that contemporary teaching-learning processes are increasingly interactive. This shift is attributed to advancements in technology, which provide educators with tools to engage students in dynamic ways, as well as a growing emphasis on student-centered learning, inclusivity, and socio-emotional development. By integrating multimedia resources, collaborative activities, differentiated instruction, and socio-emotional learning principles, educators create inclusive and engaging learning environments that cater to the diverse needs of students, fostering both academic achievement and holistic development.

The strategies aim to promote critical and reflective thinking, research, and evaluation skills that will help students take positive action to protect, enhance, and advocate for their own and others' health, well-being, and safety (Senthamarai, 2018). Students use personal and social capability to work collaboratively with others in learning activities; to appreciate their own strengths and abilities and those of their peers; and to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership, and an appreciation of diverse cultures perspectives.

When asked what experiences they liked the most as a newly hired physical education teacher, the participants said they required a more interactive teaching–learning process. The participants most mentioned new learning when teaching physical education. In this regard, Teachers 1 and 2 said,

The experience that I liked as a newly hired physical education teacher was teaching my students. I enjoyed it because I could teach them, and I could share my knowledge with the students I was teaching. (G12-T1)

New experiences, new things we learn every day, and I am also excited to learn new life lessons not only from me but

also from my students as a person and as an effective physical education teacher. (G12-T2)

Theme 3: Holistic Physical Education Activities for the Development of Well-Rounded Learners

Holistic education focuses on the entire possible development of the person, encouraging individuals to become the very best or finest that they can be and enabling them to experience all they can from life and reach their goals. Physical activity decreases in and out of the school environment, and children are becoming increasingly sedentary, unfit, and overweight. As a result, children in today's society have a greater likelihood of poor health.

Further, holistic development of children involves the development of their physical abilities and skills—both gross motor skills (larger movements made with arms, legs, or whole body) and fine motor skills (smaller, more graceful movements that use the small muscles of the fingers, toes, wrists, lips, and tongue; Barnett et al., 2013). Children need to be taught their ABCs to read and write; they also need fundamental movement skills (gross motor skills) to obtain a foundation for a physically active lifestyle. An active lifestyle can contribute to children's physical, emotional, and intellectual development, including self-efficacy, general self-esteem, socialization, and mental discipline.

When asked what experiences they liked the most as a newly hired physical education teacher, participants most mentioned holistic physical education activities for the development of well-rounded learners. In this regard, Teacher 1 said,

The experience I like most as a newly hired physical education teacher is that I can teach and help students develop and enhance their holistic health (mental, physical, social, emotional, and spiritual). (G11-T1)

Problems and Challenges for Newly Hired Physical Education Teachers

Theme 1: Difficulties in Dealing With the Attitudes of Students and Senior Colleagues

New teachers experience challenges with students' and senior colleagues' attitudes (Llego, 2017), as well as other challenges and stumbling blocks (Table 2). The pressure to get along can affect curricula in schools, with experienced teachers receiving a level of respect from their young, recently hired colleagues. Physical education teachers are often marginalized, and the need to feel accepted among colleagues is essential (Christiansen et al., 2013).

When asked about the problems and challenges they experienced, participants immediately shared about dealing with the attitudes of their students and their senior colleagues. In this regard, Teacher 1 shared,

Honestly, the number one thing that I experienced was the way I dealt with my teaching colleagues, how to get along with my colleagues, and next on how I can get along with my students. (G11-T1)

Theme 2: Inadequate Facilities and Equipment for Students' Learning in the New Normal

Sports facilities and equipment play an essential role in engaging students in physical education classes' learning processes and activities. The lack of facilities and equipment seems to impact implementation of high-quality physical education significantly. Resource adequacy influences job satisfaction directly and positively. The term "resource adequacy" refers to the extent to which facilities, finance, equipment, and resources are suitable and adequate to support personnel, and lacking sports facilities and equipment in schools may lead to low student motivation, thus more burned-out, less satisfied teachers implementing physical education (Kroupis et al., 2019).

When asked about the problems and challenges that newly hired physical education teachers are experiencing, the participants mentioned inadequate facilities and equipment for students learning in the new normal. In this regard, Teachers 2 and 4 said,

Table 2*Themes and Core Ideas on the Problems and Challenges of Newly Hired Physical Education Teachers*

Major theme	Frequency of responses	Core idea
Difficulties in dealing with the attitudes of students and senior colleagues	General	Newly hired teacher's problem is getting along with another coteacher.
	Variant	Teachers must build trust with their colleagues and the students.
	Variant	Trust issue.
	Variant	Newly hired teacher's problem in trusting others and building the trust to the students.
Inadequate facilities and equipment for students learning in the new normal	General	Lack of facilities for the newly hired teacher.
	Typical	Lack of equipment's ability to demonstrate and teach the students adequately.
	Typical	Equipment that is important to the newly hired teacher in their first teaching.
	Variant	Lack of facilities and equipment.
	Variant	Lack of budget to buy equipment.
Delivering lectures in such a way that students can quickly grasp them	General	Finding a solution will help the teacher explain the lesson while they are in the pandemic.
	Typical	Delivering lessons to the students so that they can more easily understand.
	Typical	How teachers deliver their lessons properly to their students so that they can easily understand.
Ensuring that proper teaching tactics increase student involvement in class	General	Students' participation in class and each student's interest in participating.
	Typical	Interest of the student in their class.

Note. "General" means response was mentioned by 50% or more of the participants. "Typical" means response was mentioned by at least 25% but less than 50%. "Variant" means response was mentioned by less than 25% of the participants.

The problems and challenges that I experienced when I was a newly accepted physical education teacher were, first and foremost, the equipment of the games and their facilities. How students can learn and quickly understand the teaching. (G11-T2)

The problems and challenges I experienced in the first class as a new physical education teacher, first and foremost, are the school equipment. (G11-T4)

As the centerpiece of learning in a school, the classroom needs to be adaptable to the changing needs of the academic environment. Information technology devices such as cameras, microphones, monitors, and computer systems need to be integrated into the faculty office, classroom, laboratory, and other teaching areas.

Theme 3: Delivering Lectures in Such a Way That Students Can Quickly Grasp Them

Newly hired teachers like to deliver lessons to students in a way students can easily understand the lesson during this time of the pandemic. It takes a long time and a lot of effort for teachers to create practical classes. New teachers must commit to bringing the necessary action and remember that even the best-planned lecture is useless unless delivered in an engaging manner via effective classroom management tactics.

The lecture technique must address students' expectations of student and teacher roles. Students may first resist "active" learning, indicating more comfort with the traditional lecture format. Such opposition is frequently tied to students' preference for authoritative rather than discursive instruction and may be more prevalent among men and students with less experience (Owens et al., 2017).

When asked about the problems and challenges that newly hired physical education teachers are experiencing, the participants shared about challenges with delivering their lessons or lectures appropriately so their students could catch up quickly. Teachers 1 and 2 said,

The challenges I faced throughout my first year of teaching were how to teach my students in the new normal. I had to find a way to teach the student easily even when we were

not in the classroom, and also in students who are not well connected. (G12-T1)

The challenges I faced as a newly accepted physical education teacher were how I could properly deliver my lessons to my students that they could easily understand and follow. (G12-T2)

Teachers can use blended learning to deliver the lessons or lectures so students can catch up quickly. This also refers to a learning delivery that combines face-to-face with any, or a mix of, modular distance learning, online distance learning, and television/radio-based instruction. Blended learning can enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time (Pimentel-Tibon, 2020).

Theme 4: Assuring That Proper Teaching Tactics Are Used to Increase Student Involvement in Class

It is important that teachers have techniques to use to increase students' involvement in their class. Classroom discussion is one of the most frequently used and often embraced pedagogical strategies. In attempting to enhance participation quality and discussion effectiveness, teachers have concerns about what to do about students who are less inclined to participate voluntarily.

The strategies for instructors of graduate business classes may apply for newly hired teachers: place significant weight on the participation grade and cold-calling (i.e., call on students whose hands are not raised).]

Students may experience enhanced quality of participation and discussion in class if the teacher requires or grades participation, incorporates ideas and experiences into class, actively facilitates, asks practical questions, provides a supportive classroom environment, and affirms contributions/constructive feedback. Teachers can use these methods to formulate future teaching strategies.

When teachers were asked about the problems and challenges that newly hired physical education teachers experienced, the topic most mentioned was ensuring the use of proper teaching tactics for increased student involvement in class. In this regard, Teacher 4 said,

I think the problems and challenges I experienced in the first class as a new physical education teacher, was how to teach them where students participating in any activities would not be of interest, some students would boredom is probably caused by the strategy I use in my teaching. (G12-T4)

When teachers think of student participation in learning activities, they usually think of excellent behavior (behavioral engagement); positive feelings (emotional engagement); and, significantly, student thinking (cognitive attention; Fredricks, 2014).

Sensible Suggestions to Better Prepare Teacher Education Students in the Real World

Theme 1: Instill a Genuine Commitment to the Teaching Profession

It is important for newly hired physical education teachers to receive sensible suggestions in training that better prepare them for the actual teaching world. Historically speaking, prospective teachers tend to view the field of education as a career choice that pays a respectable salary and comes with a built-in 3-month summer vacation. Additionally, some individuals view teaching as an “easy” profession because they attended school and watched their teachers in action. In reality, educating children and young adults requires extensive training, practice, skills, and several personal commitments that teachers must embrace to succeed in the field and ultimately leave a positive and lasting impression on their students (Hilken et al., 2017).

When teachers were asked about why there is a need to instill commitment in the teaching profession, they could have sensible suggestions to prepare better teacher education students for the actual teaching world. Teachers 1 and 2 shared,

My only advice is maybe you just need to accept, love, and be strong in what you do, because if you don't love what you do, you will get bored, and you will get annoyed, you will think of giving up, but if you love what you do you can handle all the challenges that will come to you. (G11-T1)

My advice for the incoming physical education teacher, it is crucial that you just follow what you want, as well as what your heart wants, love what you are doing, don't be shy to ask because that's where we can also learn, read books and love your preferred profession." (G11-T2)

Theme 2: Train Preservice Teachers to Create Effective Instructional Materials That Support Students' Learning

It is important for teachers to have proper training to increase the learning of their students and create effective instructional materials that will support their students' learning. Proper training gives new teachers the greatest chance of success as well as brings into the forefront new challenges in education. When this training does not happen, newly hired teachers may leave the profession early. Further, when training is insufficient, students suffer. Newly hired teacher must have proper training to enhance their capabilities and skills so they can create effective instructional materials that will help and support the learnings of their students (Kelly, 2019).

When asked what sensible suggestions can better prepare teacher education students for the actual teaching world, the participants most mentioned training preservice teachers to create effective instructional materials that support students' learning. In this regard, Teacher 1 shared,

Perhaps the education department needs to provide the necessary materials so that teachers can improve and teach new teachers, because not everyone will learn in college, so it is very important that when you enter there is training about what can be done to elevate and increase the learning of the new teachers. (G12-T1)

Theme 3: Expose Preservice Teachers to Activities That Will Help Them Develop More Effective Teaching Practices

There is a need to expose preservice teachers to activities that will help them to develop more effective teaching practices. Newly hired teachers must be exposed to some activities that will help them develop more effective teaching practices as well as help them teach their students effectively. They must study teaching strategies so

Table 3

Themes and Core Ideas of Newly Hired Physical Education Teachers and Sensible Suggestions to Prepare Better Teacher Education Students in the Real World of Teaching

Major theme	Frequency of response	Core idea
Instill a sincere commitment to the teaching profession	General	You just really need to accept, love, and be strong to do your job.
	Typical	Follow what you want, as well as what your heart desires.
	Typical	Study well the course taken to be prepared for the challenges that will come, and love what you choose.
	Typical	Take the advice of the elders, be open to new knowledge that can be shared by others, and most of all, your love of your chosen profession. And you must love teaching students.
Train preservice teachers to create effective instructional materials that support students' learning.	General	Providing the needs and materials so that teachers can improve and teach well.
	Typical	Critical of proper training for teachers to increase the new teachers' learning ahead of time.
Expose preservice teachers to activities that will help them develop more effective teaching practices.	General	Study the teaching strategies to handle different types of students and better learn different techniques so that your students can learn more efficiently.

Note. "General" means response was mentioned by 50% or more of the participants. "Typical" means response was mentioned by at least 25% but less than 50%. "Variant" means response was mentioned by less than 25% of the participants.

they are equipped and learn different techniques that will help their students learn more easily if they handle different types of students (Lipscomb, 2017).

When asked what sensible suggestions can better prepare teacher education students in the actual teaching world, they mentioned exposing preservice teachers to activities that will help them to develop more effective teaching practices. In this regard, Teacher 3 shared,

My only advice is to study teaching strategies because in the real world you will experience different types of students and better learn different techniques so that your students can learn more easily. (G11-T3)

Conclusion

This study provides a good foundation for future studies that can impact the curriculum enhancement of the newly hired teacher. There are some problems and challenges that newly hired teachers face in their first years as teachers such as dealing with the attitude of their students and their co-teachers, lack of equipment and facilities, and problems in delivering the lesson to their students during the COVID-19 pandemic.

To overcome these challenges, teachers can attend training and seminars that provide them with the required skills and ideas for implementing improved physical education. They can take the opportunity to participate in activities and workshops to equip them with the necessary skills and ideas for better physical education implementation. Physical education is crucial to overall student well-being, which is why teachers are putting in extra effort to prepare learning materials and deliver them to students in this time of the pandemic.

On the basis of the experiences of the newly hired physical education teachers, it seems that regardless of whether the incidents are positive or negative, the teachers accept them and are conscious enough to see them as positive. Newly hired physical education teachers need to accept that, at this time of the pandemic, they are the ones who must encourage their students to improve their spirits and continue their studies, despite the challenges of the pandemic.

This study concludes that despite the experiences that newly hired teachers experience, these teachers face a challenge due to the new normal learning. Newly hired teachers must find a way to teach their students even when experiencing a pandemic, and using online platforms for teaching the students in the new mode of learning is the best method of delivering their lessons well. Newly hired teachers must adjust to the new method of learning to teach their students well in times of a pandemic. A more interactive teaching–learning process can allow for more learning for both teachers and students and for teachers to gain insights to becoming more effective in their teaching. Additionally, newly hired teachers can use holistic physical education activities to develop well-rounded learners and teach students to develop and enhance their full potential.

This study concludes that the problems and challenges of newly hired physical education teachers experiencing include

- difficulties in adjusting to the behaviors and attitudes of students and senior colleagues. Newly hired physical education teachers struggle to handle their students' perspectives and their co-teachers' attitudes, in their first year of teaching.
- lack of facilities and equipment for student learning in the new normal. Newly hired teachers must need some proper facilities and equipment to teach and demonstrate well the lessons they need to prepare for their students.
- and to meet the needs of their students. Newly hired teachers must deliver lectures in a way that students can quickly grasp them. Thus, newly hired physical education teachers must find a solution to help them further explain the lesson while teaching in the pandemic. Teachers need to ensure that teaching tactics increase student involvement in class. They must employ techniques that will help students to participate during their classes and help students understand. The lessons must also meet the interest of each student to inspire participation in class.

This study concludes that newly hired physical education teachers must be better prepared to teach students in the real world. Newly hired teachers must provide opinions and insights about what they experience and what problems and challenges they encountered for

those who chose the teaching profession. Teacher education must “instill a genuine commitment to the teaching profession.” Newly hired teachers must “follow what [they] want, as well as what [their heart desires],” “study well the course taken to be prepared for the challenges that will come and love what [they] choose. Preservice training also needs to prepare teachers to create effective instructional materials that support students’ learning, and schools need to provide the materials newly hired teachers need to improve and teach their lessons to their students. Finally, teacher training needs to expose preservice teachers to activities that will help them develop more effective teaching practices.

Hence, on the basis of the findings of this study, we make these recommendations:

1. Undergraduate teacher education must include topics related to adjusting to behavioral differences in the workplace. This can help newly hired physical education teacher to deal with their students’ and senior colleagues’ attitudes. Undergraduate teacher education must also expose preservice teachers to activities that will hone their teaching strategies.
2. Upon being hired, the newly hired teachers must receive proper training and seminars that further improve their pedagogical content. Workshops to capacitate these teachers with the new normal is also suggested.

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