

A Review on How the COVID-19 Pandemic Shaped Philippine Physical Education Teachers in the Grassroots

Ruben Lagunero Tagare, Jr.

*University of Southern Mindanao, Institute of Sports, Physical Education and Recreation
& College of Education and Liberal Arts, Adamson University*

Abstract

Four years after the peak of the pandemic, the world is still coping with significant impacts and working diligently to recover from the damages caused by this unprecedented global crisis. As leaders and scholars worldwide have been dealing with these problems and recovery initiatives, a significant gap is seen in the literature concerning the positive impacts of the long period of pandemic on the lives of many, particularly teachers. Hence, using a qualitative-descriptive design, selected physical education teachers participated in in-depth interviews to investigate their notions of how the pandemic shaped them into the educators that they are today. During the triangulation of results, seven essential themes emerged that underscore the significance of resilience, adaptability, innovation, empathy, and holistic well-being in navigating unprecedented challenges. The study concludes that teachers' adaptability is a vital lesson, emphasizing the importance of acquiring essential life skills such as problem-solving and flexibility for real-world challenges. It also describes the transformative journey of teachers, from grappling with technology to embracing online teaching, highlighting the power of a growth mindset and the significance of self-improvement. This study emphasizes the importance of mental well-being, empathy, compassion, and stress management in shaping educators and learners, ultimately shaping a generation equipped to navigate uncertainty with strength and integrity.

Key words: *Impact of COVID-19 on Education; Positive Side of COVID-19; Post-COVID Effects; Qualitative Research in PE.*

Introduction

One of the most severe crises the world has ever experienced was the COVID-19 pandemic. More than two million people have died because of this virus, which has also seriously harmed the economy of all countries worldwide (Yamin, 2020). However, despite all the unfortunate events brought about by the pandemic, the situation also positively impacted people in many ways (Kerres & Buchner, 2022). People worldwide have united to help each other, from donating money to volunteering their time to helping others without expecting anything (Sandn et al., 2020). This has inspired a sense of communal duty and community spirit as people across borders become closer because of this sense of collective responsibility (Khalaf et al., 2023).

Further, it was during the peak of the pandemic that people were allowed to spend more time with their families, appreciating simple things in them, learning new skills, being thankful for the things they have, and practicing self-care, which has also made them slow down and enjoy the smaller pleasures in life (Sudo, 2022). People were more aware of the value of spending time with their loved ones and caring for their physical and mental well-being (Rahman et al., 2021). The pandemic has also raised people's consciousness of the importance of protecting the environment (Khan et al., 2021). Air pollution has lessened, and wildlife has grown because of isolated people at home. The world breathed during the worldwide lockdown as global transport, markets, schools, cities, and industries were closed as an immediate measure to control the spread of the virus (Muhammad et al., 2020).

In the global education system, the pandemic has accompanied an unheard-before period of technology integration, significantly modifying teaching and learning processes (Azorín, 2020). Distance education and online training have replaced traditional in-person classes in schools, requiring students and teachers to become accustomed to new technologies that considerably change instructors' roles (Burke & Arslan, 2020). Online learning represented a challenge for educators solely using traditional classroom pedagogy. They must develop their technological skills and become adept at leading online lectures, tests, assignments, and evaluations. The state of teaching and learning during the global pandemic offered a peek at unprecedented things to come that no one ever expected and imagined (Ellis et al., 2020).

For several reasons, physical education (PE) was one of the most complex and challenging courses to teach during the peak of the pandemic. Physical activity, which is a primary focus of PE, was restricted during lockdowns and other social isolation techniques. Due to the inability of the students to participate in team sports, gym exercises, or outside activities, it was challenging to perform typical PE sessions. Also, not all students have access to the sports equipment, exercise machines, or outdoor places needed for PE at home. Teaching remotely was also made more challenging by worries about students' safety while engaging in physical

activity, mainly if they were unaccompanied at home. Furthermore, it was tough to maintain students' motivation and interest in physical activity when they were separated. It was harder for students to stay engaged and participate wholeheartedly when no peer contact or accountability came with in-person classes.

With these, the pandemic has changed how PE lessons are taught and teachers are perceived (Kim et al., 2021). Although their primary function as learning facilitators was unchanged, other aspects of their job substantially evolved. The pandemic made it even more crucial to rapidly pick up the abilities needed to build relationships with people and promote learning in virtual spaces. Abdul Rashid et al. (2023) found that transitioning to virtual instruction during the pandemic took many teachers off guard, with a sizable percentage feeling anxious and worn out. While the pandemic has presented difficulties in teaching PE, it has also created teacher development opportunities (Centeio et al., 2021). Online learning dynamics differ from traditional classroom environments, posing new problems and opportunities (Wang et al., 2022).

Numerous studies have been conducted to determine the positive impact of the COVID-19 pandemic in various aspects. It has encouraged the adoption of innovative teaching approaches, including implementing digital portfolios and simulated lesson planning (Eadens & Eadens, 2021). Teachers have transitioned to blended learning and the incorporation of technology into their training (Chifamba, 2022). Some educators have experienced a positive transformation in their professional identities, becoming more empathetic and diligent (Arnold & Groenewald, 2022). The pandemic has also brought negative consequences, such as disruptions in teaching practice and heightened stress levels. The well-being of teachers has been significantly affected, underscoring the importance of prioritizing their physical health, interpersonal relationships, and engagement in meaningful activities (Pavitra et al., 2023).

Although numerous researchers have examined the positive effects of the worldwide pandemic on economies, tourism, health, and education, there are insufficient studies examining the positive side of the crisis in PE teachers. Consequently, it was proposed that this study fill this critical gap in the literature and shed light on how PE teachers, who are frequently overlooked in pandemic-related research, have adapted, innovated, and thrived in the face of unprecedented challenges, thereby providing valuable insights that can inform future educational strategies and policy decisions in a post-pandemic world.

PE teachers will find this research to be of great importance, as they will obtain helpful insight into how their peers adapted to the obstacles provided by the pandemic. This study addresses a critical vacuum in the academic literature by concentrating on PE teachers, a frequently disregarded group due to a prevailing misconception that the subject is less academically rigorous compared to other subjects, leading to a lack of scholarly attention and funding for research in this field.

Methodology

Research design and procedures

A qualitative research design, specifically the descriptive approach, was utilized to examine how the COVID-19 pandemic shaped PE teachers at the grassroots level today. Qualitative research design is a methodology used to explore and understand complex phenomena through in-depth examination and interpretation of qualitative data (Roller & Lavrakas, 2015). Unlike quantitative research, which focuses on numerical data and statistical analysis, qualitative research emphasizes the exploration of underlying meanings, patterns, and experiences (Flick, 2022).

Within qualitative research, the descriptive approach involves systematically exploring and describing the characteristics, behaviors, or experiences of a particular phenomenon or group of individuals (Doyle et al., 2020). This approach aims to provide a comprehensive and detailed portrayal of the subject under study without necessarily aiming to establish causal relationships or make predictions (Seixas et al., 2018).

This research adheres to the declaration of Helsinki on the ethical principles and guidelines for research involving human subjects (Goodyear et al., 2007) to ensure the welfare, rights, and safety of the research participants, including informed consent, protection of vulnerable populations, and ethical review by independent committees. Hence, before the interviews, the teachers who participated in the study signed a consent form indicating they were aware of the study's methods and undertakings. After securing the informed consent forms, in-depth interviews commenced using online and in person forms. Investing a great deal of time in interviews, taking extensive notes, and documenting their experiences and worries aided in collecting crucial data. Informal, unstructured, and open-ended interviews were employed to make research participants feel at ease so that they could accurately determine what they were thinking and categorize and classify their ideas into significant categories and topics (Dworkin, 2012). These methods were employed since they are one of the most dependable ways to obtain accurate and trustworthy data.

Research participants and materials

35 PE teachers from various regions of Mindanao in the Philippines participated in this study. Using a purposeful sampling technique, each participant has been selected to provide specific information about how the pandemic shaped them into the individuals they are now. Guide questions were reviewed and validated by experts in qualitative analysis, which aided in collecting vital data. These questions were designed to be open-ended so that respondents may provide more ideas for this research.

Ethical consideration

The researcher ensured that all ethical norms and concerns were adhered to during the study. The researcher confirmed that compliance had been established and that every study must conform to ethical standards. Therefore, Bryne's (2001) ethical principles for research involving real-world experiences are strictly adhered to. These were as follows: (1) qualitative research sought the truth; (2) in qualitative research, people's understanding of life stemmed from their own experiences; and (3) this resulted in new ways of considering philosophy, techniques.

Teachers who volunteered to participate in the study were regarded with great esteem. They were also advised to discontinue participation at any moment and without explanation. Similarly, they were guaranteed their privacy and anonymity. The participants' responses were kept as confidential as possible. They signed the informed consent form to indicate that they consented to participate in the study independently.

Also, beneficence was an ethical rule that the researcher adhered to to prevent harm to research participants. The researcher ensured that the guide questions used to collect data contained no language the participants could deem inappropriate. The researcher did nothing that may have caused them physical or psychological harm. Lastly, to promote fairness, the researcher gave an orientation to discuss the research's objectives and tasks before collecting data.

Data analysis and interpretation

Data analysis and interpretation in this study followed the methodology Miles and Huberman (1994) outlined, including data reduction, data display, and conclusion drawing and verification. To begin, qualitative data from interviews were thoroughly transcribed and refined, condensing and simplifying information while preserving its core content. Through systematic review and pattern coding, key themes were identified from the raw data transcriptions. These themes were then organized and displayed visually through techniques such as thematic charts, matrices, or diagrams, facilitating deeper analysis and interpretation of the dataset while maintaining the richness of participants' responses.

Subsequently, the study progressed to data display, where transcribed data were visually presented using charts and tables to facilitate a comprehensive understanding and synthesis of qualitative data. This visualization aided in identifying patterns, relationships, and variations in participants' experiences using a manual coding approach with no software involvement and, finally, drawing and verifying conclusions involved in deriving meaningful interpretations and insights from the condensed and visually presented data, ensuring accuracy through a comprehensive verification process. In this phase, triangulation was employed through the convergence of multiple data sources, reinforcing the credibility and reliability of the findings. Debriefing sessions with subject matter experts were also done to enhance the findings' credibility and integrity.

Results and discussion

This chapter presented the experiences, standpoints, and insights of the participants who had undergone an in-depth interview. Based on the triangulation of results, seven significant themes emerged as positive effects of the COVID-19 pandemic on the teachers, namely: developed positive outlook in teaching life; pushed teachers to limitless opportunities for professional development, amplified religious relationship and faith, increased compassion on students' situations, made teachers more efficient in implementing distance instruction, more resilient teachers, and more health-conscious individuals.

The researcher provided in-depth discussions of each theme, offering detailed descriptions and implications. To reinforce the presentation, excerpts from participant interviews were incorporated, allowing the voices and experiences of the research participants to resonate throughout the results section.

Theme 1: Developed positive outlook in teaching life

This theme delves into the participants' perspectives on how the extended period of self-isolation during the pandemic has positively influenced their teaching lives. According to these participants, they have confronted, persevered through, and overcome numerous challenges in their personal and professional spheres. These challenges have profoundly impacted various aspects of their lives, reshaping their thoughts, actions, and outlooks. Nonetheless, these trials have imparted valuable lessons, enabling them to approach situations with optimism and determination. To illustrate, three participants provided detailed accounts of their experiences.

"...we can face challenges no matter what they are... this pandemic has shaped me into a stronger person by positively taking things and my teaching job." P5

"...as physical educators, we need to keep going, be courageous... yes, just keep going and be courageous..." P9

"...the pandemic has also given me the realization and inspiration to strive harder to continue to provide high-quality education for my students." P16

This theme implies how teachers can change and adjust during tough times, like being alone at home. It is like a lesson for their students and other teachers to see how they stay positive even when things get hard. This theme also talks about how teachers can learn essential skills like fixing problems and being flexible, which they can teach to their students to help them face challenges in life. This theme has emerged because they had to deal with being away from school and their students, so they had to find new ways to keep going and stay strong. This is important because it shows how teachers can learn and grow even when things are complex and can help others do the same.

The pandemic has significantly reshaped teachers' perspectives, fostering a positive outlook in their personal lives and teaching careers. Kang (2021) highlights the prolonged period of self-isolation and the challenges it brought, testing teachers' patience, adaptability, and resilience. Rahayu and Wirza (2020) emphasize the rapid shift to remote instruction, prompting educators to embrace new teaching methods. This shift prompted teachers to reconsider their roles and experiment with dynamic content delivery methods (Han & Sa, 2021). Beltman et al. (2022) note that this newfound adaptability has empowered teachers, inspiring them with renewed enthusiasm and optimism, leading to improved teaching careers and enhanced student learning experiences (Gopal et al., 2021).

Theme 2: Pushed teachers to limitless opportunities for professional development

This theme emphasizes the newfound opportunities created by pandemic restrictions. According to the participants, these circumstances compelled them to acquire the technological skills required to fulfill their teaching responsibilities effectively. Despite significant challenges initially, their willingness and commitment to self-improvement enabled them to overcome their fear of technology. Their knowledge of current technological trends has increased their competitiveness and proficiency in delivering PE through online or in-person classes. Participants stated in their own words:

"... This COVID-19 pandemic strengthened me through self-learning because, to be honest, I was not very good with gadgets. That's why I struggled a little, but as mentioned earlier, seminars and training helped me learn. It was extremely difficult for me because your patience is truly tested here..." P15

"... before the pandemic, I knew very little about computers and apps." I can now confidently conduct online classes using Zoom, Google Meet, and live broadcasts on Facebook. I use Google Forms and Google Classroom to create engaging content and teach using Radio-Based Instruction. Today, I use downloaded videos and various tools like Canva, photoshoots, and many other apps I hadn't used before to make my presentations more engaging for students..." P27

Due to pandemic restrictions, PE teachers adapted and flourished by manipulating technology as a teaching tool. Their journey from initial struggles to proficiency highlights the importance of a growth mindset. Through dedication to self-improvement and overcoming technological barriers, PE teachers have become more competitive and effective in traditional or online settings. This flexibility and innovation in the face of limitations benefit teachers and students long-term, fostering continued growth and improved learning outcomes.

Furthermore, Nambiar (2020) said that the COVID-19 pandemic caused a considerable change in the field of education, forcing teachers to go on a self-development journey like they had never done before. With the sudden shift to remote and online learning, teachers had to deal with problems they had never seen before, like figuring out how to use digital platforms they did not know and developing new teaching methods. The pandemic forced teachers to adjust quickly to the new situation, which helped them grow and change in unique ways. Prior et al. (2016) also said that many teachers who were afraid of technology or did not know much about it ended up using it because it was crucial for their jobs. They learned about virtual classrooms, how to use video conferencing tools, and how to get students interested online creatively. This new skill not only helped them keep giving suitable lessons but also gave them more ideas for teaching.

Theme 3: Amplified religious belief and self-discovery

This theme shows how much the pandemic changed people's religious beliefs and helped them learn more about themselves. According to the research participants, the uncertainty and challenges caused by the pandemic helped them grow closer to their religion and strengthen their faith. In hard times like the COVID-19 crisis, they found comfort and strength in their faith and religious beliefs. This, in turn, made them more committed and caring in all parts of their lives. This time of not knowing what would happen was an opportunity for personal growth and self-discovery, which helped them learn more about themselves. In the words of the participants who took part:

"...COVID-19 made me realize that in these difficult times and situations, we should strengthen our faith and be more compassionate and dedicated in whatever we do." P25

"My faith has truly grown stronger, and at the same time, I have learned more about myself deeply. Despite the pandemic we went through." P32

This theme underscores the critical role of mental well-being in navigating challenges and finding strength. Amidst uncertainty, individuals could be on a journey of self-discovery, leading to personal growth and deeper self-understanding. The participants in this study likely observed this theme due to the profound impact of the pandemic, which forced them to confront their vulnerabilities and reassess their priorities. By recognizing the importance of mental well-being and self-awareness, PE teachers can cultivate qualities like dedication and compassion, enhancing their ability to support students amidst adversity. This theme underscores the flexibility of the human spirit and its capacity to find hope and growth even in the most challenging circumstances, fostering stronger connections with oneself and others.

The COVID-19 pandemic caused changes in individuals' religious beliefs and faith, presenting unprecedented challenges and uncertainties (Rigoli, 2021). Amidst the chaos, many turned to their faith traditions for comfort and guidance, reevaluating their beliefs and deepening their spiritual connections (Kowalczyk et al., 2020). This period of uncertainty has prompted a recommitment to religious practices and community engagement, fostering personal growth and self-awareness (Rigoli, 2021). For PE teachers, this journey of self-discovery may inform their teaching practices, enabling them to integrate newfound insights and flexibility into their professional roles (Baba, 2020). Thus, the pandemic catalyzes educators to enhance their effectiveness in guiding students through PE curricula grounded in a deeper understanding of themselves and their faith.

Theme 4: Compassionate teaching

This theme shows how important it is for teachers to be more compassionate towards their students, especially when the COVID crisis is at its peak. According to the teachers who participated in the research, the pandemic assisted teachers in understanding students who were going through similar problems. Teachers understood survival and well-being were more important than strict academic pursuits during these challenging times. Students and teachers had to worry about surviving through the day, losing loved ones, financial constraints, and the continuous anxiety of the virus. This shared experience was a powerful reminder of how important compassion is, and it led teachers to be more understanding and helpful to their students. This is a lesson that they still value even though in-person classes have started again, and schools have reopened. As participants talked about:

“Be patient with your students because today, it’s not just the stressed teachers but our students. They are overwhelmed with activities because we did not expect this pandemic. We entered a new normal situation that we were not prepared for.” P1

“Our teachers should be flexible and compassionate. Even without face-to-face classes, we can provide learning to the children, be compassionate, and show kindness. We need to be kind during this time because we are in a pandemic, and we all have struggles, not just teachers. Our students also face struggles, especially with the adjustment to the absence of face-to-face classes.” P34

This theme underscores the transformative power of empathy and compassion within the educational realm. The pandemic served as a reminder that teaching extends beyond mere dissemination of information; it encompasses nurturing students' holistic well-being. The observed empathy facilitated enhanced learning experiences during the crisis and cultivated a lasting culture of compassion. As students and educators transition back to in-person classes, the enduring sense of

understanding and support underscores teachers' profound influence in shaping students' lives. This underscores the importance of educators not only as sources of academic knowledge but also as dedicated sources of strength and empathy amidst challenges.

This aligns with González-García et al. (2021), who noted that during such challenging times, students deal with various stressors like health, family, financial issues, and the abrupt shift to remote learning, significantly impacting their emotional well-being. Consequently, teachers play a pivotal role beyond imparting knowledge, providing essential support to help students navigate their emotions. Yang (2021) elucidated that caring teachers are vital sources of security and empathy, fostering an environment where students feel understood and valued. This sense of belonging promotes open communication, enabling students to express their concerns and seek assistance when needed (White and Ruth-Sahd, 2020). Furthermore, compassionate teaching practices, such as personalized feedback, encouragement, and empathy, as highlighted by Gelles et al. (2020), have been shown to motivate students and alleviate stress and anxiety, fostering an optimal learning environment. By embodying compassion in their teaching, educators enhance academic experiences and cultivate essential life skills like empathy, empowering students to deal with challenges beyond the classroom (White, 2022).

Theme 5: More efficient in implementing distance instruction

This theme delves into what the participants say about how the COVID-19 pandemic has changed them and made them better at delivering distance education. According to the research participants, the transition to online learning forced them to be more creative, open to new ideas, and hardworking in their jobs as PE teachers, both online and in-person classes. They learned important things that helped them find teaching methods with their limited resources. That is:

“The Covid-19 Pandemic has molded me into a more strategic, creative, and hardworking teacher, especially in creating and preparing my learning materials to support and accommodate our students in modular distance learning...” P30

“I have learned how to search for teaching strategies, create resources, and establish connections with my students through their modules and remedial learning activity sheets...” P18

This theme underscores the impact of the pandemic on teaching practices, highlighting an accelerated adoption of technology and the emergence of more dynamic instructional methods. Participants' enhanced creativity and innovation have led to a new era of education characterized by wealthier and more engaging learning experiences, both in traditional and online settings. Their adeptness at deriving meaningful insights from unforeseen challenges illustrates the potential

for growth and adaptation in the face of uncertainty. Moreover, their experiences underscore the importance of fostering a supportive and flexible educational environment to effectively direct ongoing changes, offering valuable lessons for educators and the broader education system.

The shift to distance learning brought by the pandemic, as observed by Lukas and Yunus (2021), pushed teachers into unfamiliar zones, compelling them to adapt to new teaching modalities and technologies swiftly. This abrupt transition necessitated innovative approaches to sustain student engagement, such as virtual classes and asynchronous learning, as Adedoyin and Soykan (2023) highlighted. Teachers honed their digital proficiency, mastering online pedagogy and leveraging various communication channels to enrich learning experiences. Moreover, Maatuk et al. (2022) noted a paradigm shift in teachers' roles toward facilitating independent learning, fostering a student-centered environment where learners assume greater autonomy over their education. Mukhtar et al. (2020) emphasized refining instructional practices, including more straightforward guidance, user-friendly materials, and timely feedback mechanisms, enhancing student outcomes and enriching the educational landscape (Dhawan, 2020).

Theme 6: More resilient teachers

This theme discusses how PE teachers have dealt with the many challenges they have faced in their personal and professional lives. According to the research participants, the pandemic caught them off guard in many ways, throwing them into problems and worries because the situation was something they had never been in before. This crisis was a big test of how committed they were to being teachers. But, over time, it allowed them to grow as people and learn how to get back on their feet while still providing high-quality lessons. The sudden coming of the pandemic made them more resilient, a trait they still have even though face-to-face classes have started up again. Importantly, they see this resilience as a skill worth teaching their students, reinforcing the spirit of adaptability and persistence. Here are some excerpts from the answers of the participants that show their resilience:

"...when the pandemic happened, it was exceedingly difficult for us, but I thank God we were resilient. When the pandemic emerged, it shaped me to develop skills in computer editing, video creation, and content creation. It enabled me to adapt and adjust to the new normal way of delivering and teaching PE and provide innovative tasks..." P19

"...furthermore, it taught me to be resilient despite the unchanging challenges caused by the pandemic. I realized that we must be flexible during this time, adjust, and find ways to continue our students' learning..." P8

This theme underscores how the flexibility teachers demonstrated during the pandemic helped them deal with new situations and inspired hope among their

students. As educators transpired from adversity, they developed flexibility, shaping their professional paths and instilling in valuable life lessons. This flexibility transcends classroom boundaries, serving as a testament to human endurance and the capacity to overcome unforeseen obstacles. By imparting flexibility to their students, teachers cultivate a generation equipped to confront future uncertainties with courage and strength, fostering a strong spirit essential for navigating life's difficulties.

Zadok-Gurman et al. (2021) have highlighted the remarkable strength that surfaced among educators, profoundly shaping their personal and professional lives. As teachers faced the numerous challenges brought on by the pandemic, they underwent significant personal growth, adapting to rapidly changing circumstances and navigating the complexities of remote teaching (Raghunathan et al., 2022). This adaptation period fostered newfound flexibility and resourcefulness as educators swiftly acquired new skills, embraced technology, and devised innovative teaching methods to ensure continued student learning (Marshall et al., 2023).

Theme 7: More health-conscious individuals

This theme shows how the pandemic changed teachers' views on their health nowadays. According to their responses, educators better understand the importance of putting their health first, not just in times of health emergencies but also as an ongoing commitment. They know how important it is to exercise and eat well to be ready for the challenges that life throws at them every day and prevent possible diseases. The COVID-19 period caused a significant change in how teachers cared for themselves, which still affects how they teach and live in general. Here are some parts of what they said:

"As a physical educator, we must continue to care for ourselves, whether there is a pandemic or none..." P5

"...redirecting my mind towards the importance of exercise and proper diet has been crucial. We should take our food choices, lifestyle, and living more seriously because diet and exercise are vital during COVID-19..." P23

"COVID-19 has shaped me to become strong and efficient by making me more conscious and alert about my surroundings to protect my health, including my mental, physical, and emotional well-being..." P17

The fact that teachers are more aware of their health and well-being shows how vital self-care is as an essential part of teaching. By putting their health first, teachers can better handle the demands of their jobs and serve as good role models for their students, teaching them the importance of health and self-care for the rest of their lives. This move toward more health awareness could make teachers healthier and more resilient, which would suit the education system. Healthy teachers are more likely to be effective, motivated, and have the tools to help their students

do well. Teachers' long-term dedication to exercise and healthy eating shows their adaptability and resilience. These qualities are essential not only in health crises but also in facing future challenges in education.

As teachers dealt with the emotional toll of the crisis and the uncertainty of a rapidly changing educational landscape, they realized how important it was to take care of themselves (Allen et al., 2020). The pandemic was a reminder that good health is the basis for everything else, including teaching. Teachers realized they had to care for themselves physically and mentally before they could do their jobs well and give their students the needed help (Robinson et al., 2023). This awareness emphasizes the significance of incorporating health-promoting practices into personal and professional realms. Baker et al. (2021) underscored that teachers have shifted their perspectives, integrating regular exercise, healthy dietary habits, and self-care routines into their daily lives. This increased consciousness regarding personal well-being safeguards teachers' future health and serves as a powerful model for students (Baker et al., 2021). By prioritizing their health, educators demonstrate to students the importance of self-care and resilience in overcoming challenges, thereby imparting invaluable life lessons that extend beyond the confines of the classroom (Lizana, 2021).

In the context of PE, this health awareness underscores the role of teachers as advocates for holistic well-being. It may influence teaching methods by incorporating wellness practices into curriculum design, such as emphasizing the importance of physical activity, nutrition education, and stress management techniques. Teachers can integrate experiential learning opportunities that allow students to apply health-promoting behaviors in real-world contexts, fostering lifelong habits for overall well-being. This shift in pedagogical approach aligns with the broader aim of PE to empower students with the knowledge and skills necessary for maintaining optimal health and resilience throughout their lives.

Conclusions

This study decides to show seven interesting answers that offer valuable insights into how the COVID-19 pandemic shaped the lives of PE teachers today. These themes have enlightened critical dimensions that facilitated comprehensive self-development among PE teachers. Hence, this study describes that the teachers' ability to adapt is a vital life lesson they can teach their students, including the significance of learning essential life skills like problem-solving and flexibility to better prepare students for challenges they will face in the real world.

Also, this study describes that the teachers' experiences during the pandemic have caused growth since their journey from having trouble with technology at first to being good at online teaching, which is a powerful example of having a growth mindset. These teachers show how a commitment to self-improvement and a willingness to overcome technological barriers can make a big difference. Their experiences show that growth and new ideas are possible despite limits.

Furthermore, this study describes how important mental well-being is in getting through hard times and how it can provide comfort and guidance. This study also highlighted that empathy and compassion can change people's learning, showing that teaching is more than just passing on information. It stresses that teachers need to be more than just sources of academic knowledge but pillars of strength and empathy when people are facing problems. These are valuable lessons that can go beyond the classroom. By teaching their students to be compassionate and firm, teachers can raise a generation ready to face the unknown with unwavering tenacity, fortitude, and values.

Lastly, this study describes that self-care is integral to a teacher's job. When teachers put themselves first, they can better handle the demands of their jobs and set an excellent example for their students. This focus on health and self-care significantly affects the education system because healthy teachers are more likely to be effective, motivated, and ready to help their students succeed.

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Ruben Lagunero Tagare, Jr.

University of Southern Mindanao,
Institute of Sports, Physical Education and Recreation
University Compound, Poblacion, Kabacan, Cotabato 9804,
&
College of Education and Liberal Arts,
Adamson University, Manila, 1000
Philippines
tagareruben@usm.edu.ph

Kako je pandemija bolesti COVID-19 oblikovala filipinske nastavnike tjelesne i zdravstvene kulture u lokalnoj zajednici

Sažetak

Četiri godine nakon vrhunca pandemije svijet se još uvijek nosi sa značajnim utjecajima i marljivo radi na oporavku od šteta prouzročenih ovom globalnom krizom bez presedana. Dok su se čelnici i znanstvenici diljem svijeta bavili ovim problemima i inicijativama za oporavak, u literaturi se uočava znatna praznina u vezi s pozitivnim učincima dugoga razdoblja pandemije na živote mnogih, posebice učitelja. Stoga su pomoću kvalitativno-deskriptivnoga nacрта, učitelji tjelesnoga odgoja sudjelovali u dubinskim intervjuima da bi se istražile njihove predodžbe o tome kako ih je pandemija oblikovala u nastavnike kakvi su danas. Tijekom triangulacije podataka identificirano je sedam bitnih tema koje naglašavaju važnost otpornosti, prilagodljivosti, inovativnosti, empatije i holističkoga blagostanja zdravlja u suočavanju s izazovima bez presedana. U studiji se zaključuje da je prilagodljivost učitelja ključna lekcija, ističući stjecanja bitnih životnih vještina kao što su rješavanje problema i fleksibilnost za izazove u stvarnome svijetu. Također se opisuje transformativno putovanje učitelja, od suočavanja s tehnologijom do prihvaćanja online nastave, ukazujući na snagu načina razmišljanja o rastu i važnost samousavršavanja. U ovoj se studiji naglašava važnost mentalnoga blagostanja, empatije, suosjećanja i upravljanja stresom u oblikovanju edukatora i učenika, u konačnici oblikovanju generacije koja je snažno spremna i s punim integritetom upravljati neizvjesnošću.

Ključne riječi: kvalitativno istraživanje u TZK ; pozitivna strana pandemije bolesti COVID-19; učinci nakon pandemije bolesti COVID-19; utjecaj pandemije bolesti COVID-19 na obrazovanje.

Uvod

Jedna od najtežih kriza koju je svijet ikada iskusio bila je pandemija bolesti COVID-19. Više od dva milijuna ljudi umrlo je zbog ovoga virusa, koji je također ozbiljno naštetio ekonomiji svih zemalja u svijetu (Yamin, 2020). Međutim, unatoč svim nesretnim događajima koje je donijela pandemija, ta je situacija također

pozitivno utjecala na ljude na mnoge načine (Kerres i Buchner, 2022). Ljudi diljem svijeta ujedinili su se kako bi pomogli jedni drugima, od doniranja novca do volontiranja, bez ikakvih očekivanja zauzvrat (Sandn i sur., 2020). To je potaknulo osjećaj za odgovornost prema zajednici i duh zajedništva jer ljudi preko granice postaju bliži jedni drugima zbog toga osjećaja kolektivne odgovornosti (Khalaf i sur., 2023).

Nadalje, tijekom vrhunca pandemije ljudima je bilo dopušteno provoditi više vremena sa svojim obiteljima, cijeniti jednostavne stvari u njima, usvajati nove vještine, zahvaljivati na svemu onome što imaju i prakticirati brigu o sebi, što ih je također navelo da uspore i uživaju u manjim životnim zadovoljstvima (Sudo, 2022). Postali su svjesniji vrijednosti vremena provedenoga s voljenima te brige za njihovu fizičku i mentalnu dobrobit (Rahman i sur., 2021). Pandemija je također podigla svijest ljudi o važnosti zaštite okoliša (Khan i sur., 2021). Zagađenje zraka se smanjilo, a porastao je broj biljaka i životinja zbog ostanka ljudi kod kuće. Svijet je lakše udisao zrak tijekom općega zatvaranja jer su globalni transportni putevi, tržišta, škole, gradovi i industrijska postrojenja bili zatvoreni kako bi se neposredno kontroliralo širenje virusa (Muhammad i sur., 2020).

U globalnome obrazovnom sustavu, pandemiju je pratilo dosad nečuveno razdoblje tehnološke integracije, značajno pritom mijenjajući procese poučavanja i učenja (Azorín, 2020). Obrazovanje na daljinu i *online* nastava zamijenili su tradicionalnu nastavu u školama, zahtijevajući od učenika i nastavnika da se naviknu na nove tehnologije koje značajno mijenjaju uloge nastavnika (Burke i Arslan, 2020). *Online* učenje predstavljalo je izazov za edukatore koji se koriste isključivo tradicionalnom pedagogijom u učionici. Tijekom pandemije morali su razviti svoje tehnološke vještine i prilagoditi se provedbi *online* predavanja, testova, zadataka i evaluacija. Nastava tijekom globalne pandemije dala je je uvid u dotada neviđeno stanje (stvari) koje nitko nije očekivao i zamišljao (Ellis i sur., 2020).

Iz nekoliko razloga tjelesni odgoj (TZK) bio je jedan od najsloženijih i najizazovnijih predmeta za poučavanje tijekom vrhunca pandemije. Tjelesna aktivnost, koja je primarni fokus tjelesnoga odgoja, bila je ograničena za vrijeme karantene i drugih vidova socijalne izolacije. Zbog nemogućnosti učenika da sudjeluju u timskim sportovima, vježbama u teretani ili izvanjskim aktivnostima bilo je izazovno izvoditi tipični sat TZK-a. Osim toga, nemaju svi učenici pristup sportskoj opremi, spravama za vježbanje ili mjestima na otvorenome koja su potrebna za tjelesni odgoj kod kuće. Nastava na daljinu također je postala izazovnija zbog brige o sigurnosti učenika tijekom bavljenja tjelesnom aktivnošću, uglavnom ako su još bili sami kod kuće. Bilo je, štoviše, teško održavati motivaciju i zanimanje učenika za tjelesnu aktivnost kada su bili razdvojeni. Učenicima je bilo teže ostati angažiranima i potpuno sudjelovati u nastavnome procesu bez kontakta s vršnjacima ili odgovornosti koja ga prati uživo.

Polazeći od navedenoga, pandemija je promijenila način na koji se izvodi nastava tjelesnoga odgoja i na koji se percipiraju učitelji (Kim i sur., 2021). Iako

je njihova primarna uloga da učenicima olakšaju učenje ostala ista, drugi su se aspekti njihova posla značajno promijenili. Pandemija je učinila još važnijim brzo stjecanje sposobnosti potrebnih za izgradnju odnosa s ljudima i promicanje učenja u virtualnim prostorima. Abdul Rashid i sur. (2023) otkrili su da je prelazak na virtualnu nastavu tijekom pandemije ostavio nespremnim mnoge učitelje, pri čemu se znatan postotak njih osjećao tjeskobno i iscrpljeno. Dok je pandemija predstavljala poteškoće u poučavanju TZK-a, stvorila je i mogućnosti za razvoj nastavnika (Centeio i sur., 2021). Dinamika *online* učenja razlikuje se od onoga u tradicionalnome učioničkom okružju zbog čega su nastali novi problemi i otvorile se nove prilike (Wang i sur., 2022).

Provedene su brojne studije kako bi se utvrdio pozitivan utjecaj pandemije bolesti COVID-19 u različitim aspektima. Potaknuo je usvajanje inovativnih pristupa poučavanju, uključujući implementaciju digitalnih portfelja i simulirano planiranje lekcija (Eadens i Eadens, 2021). Učitelji su prešli na mješovito učenje i uključili su tehnologiju u svoje poučavanje (Chifamba, 2022). Neki su nastavnici doživjeli pozitivnu transformaciju kada je riječ o njihovim profesionalnim identitetima, postajući empatičniji i marljiviji (Arnold i Groenewald, 2022). Pandemija je donijela i negativne posljedice, kao što su prekidi u nastavi i povećana razina stresa. Dobrobit učitelja značajno je narušena, pri čemu se ponajprije ističe zanemarivanje važnosti fizičkoga zdravlja, međuljudskih odnosa i angažmana u kognitivnim aktivnostima (Pavitra i sur., 2023).

Iako su brojni istraživači ispitivali pozitivne učinke pandemije na gospodarstvo, turizam, zdravstvo i obrazovanje u svijetu, nema dovoljno studija kojima se ispituje pozitivna strana krize kod nastavnika TZK. Slijedom toga, predloženo je da ova studija popuni navedenu kritičnu prazninu u literaturi i rasvijetli kako su se učitelji tjelesnoga odgoja, koji su često zanemareni u takvim istraživanjima, prilagodili, inovirali i napredovali suočeni s izazovima bez presedana tijekom pandemije bolesti COVID-19. Na taj će način ova studija dati uvide vrijedne za buduće obrazovne strategije i političke odluke u svijetu nakon pandemije.

Učitelji TZK-a ovo će istraživanje smatrati itekako važnim jer će dobiti koristan uvid u to kako su se njihove kolege prilagodile preprekama koje je donijela pandemija. Ova se studija bavi kritičnim vakuumom u akademskoj literaturi tako što se usredotočuje na nastavnike tjelesnoga odgoja, skupinu koja se često zanemaruje zbog prevladavajućega pogrešnog uvjerenja da je taj predmet u usporedbi s drugima manje zahtjevan, što dovodi do nedostatka znanstvene pozornosti i financiranja istraživanja u ovom području.

Metodologija

Nacrt i postupci Istraživanja

Nacrt kvalitativnoga istraživanja, posebno deskriptivni pristup, korišten je da bi se ispitalo kako je pandemija bolesti COVID-19 oblikovala današnje učitelje

tjelesnoga odgoja na osnovnoj razini. Kvalitativno istraživanje je metodologija koja se koristi za istraživanje i razumijevanje složenih fenomena kroz dubinsku analizu i interpretaciju kvalitativnih podataka (Roller i Lavrakas, 2015). Za razliku od kvantitativnoga istraživanja, koje se usredotočuje na numeričke podatke i statističku analizu, kvalitativno istraživanje naglašava otkrivanje temeljnih značenja, obrazaca i iskustava (Flick, 2022).

Unutar kvalitativnoga istraživanja, deskriptivni pristup uključuje sustavno istraživanje i opisivanje karakteristika, ponašanja ili iskustava određenoga fenomena ili grupe pojedinaca (Doyle i sur., 2020). Ovaj pristup ima za cilj pružiti sveobuhvatan i detaljan prikaz predmeta koji se proučava bez nužnoga utvrđivanja uzročno-posljedičnih odnosa ili predviđanja (Seixas i sur., 2018).

Ovo istraživanje pridržava se Helsinške deklaracije o etičkim načelima i smjernicama za istraživanja koja uključuju ljude (Goodyear i sur., 2007) kako bi se osigurala dobrobit, prava i sigurnost sudionika istraživanja, uključujući pisani pristanak s nužnim informacijama, zaštitu ranjivih populacija i etičku recenziju neovisnih povjerenstava. Stoga su prije intervjua učitelji koji su sudjelovali u istraživanju potpisali obrazac za pristanak kojim su pokazali da su upoznati s metodama i ciljem istraživanja. Nakon toga, dubinski intervjui započeli su na dva načina: putem interneta i osobno (izravno). Ulaganje puno vremena u intervjue, vođenje opsežnih bilješki te dokumentiranje iskustava i dvojbi ispitanika pomoglo je u prikupljanju ključnih podataka. Neformalni, nestrukturirani i otvoreni intervjui korišteni su kako bi se sudionici istraživanja osjećali opušteno, kako bi mogli točno utvrditi što misle te kategorizirati i klasificirati svoje ideje u značajne kategorije i teme (Dworkin, 2012). Ove metode korištene su jer su jedan od najpouzdanijih načina za dobivanje točnih i pouzdanih podataka.

Sudionici istraživanja i materijali

U ovoj studiji sudjelovalo je 35 nastavnika tjelesnoga odgoja iz različitih regija Mindanaoa na Filipinima. Koristeći tehniku svrhovitoga uzorkovanja, svaki je sudionik odabran kako bi dao specifične informacije o tome kako ih je pandemija oblikovala u osobe kakve su sada. Pitanja istraživača pregledali su i potvrdili stručnjaci za kvalitativnu analizu, što je pomoglo u prikupljanju važnih podataka. Ova su pitanja osmišljena kao otvorena kako bi ispitanici mogli navesti više ideja relevantnih za ovo istraživanje.

Etičko razmatranje

Istraživač je osigurao da se tijekom postupka poštuju sve etičke norme i razjasne sve dvojbe. Istraživač je potvrdio da je takva usklađenost uspostavljena i da svaka studija mora biti u skladu s etičkim standardima. Stoga se Bryneova (2001) etička načela za istraživanja koja uključuju iskustva iz stvarnoga svijeta strogo poštuju. To su sljedeća načela: (1) kvalitativno istraživanje tražilo je istinitost iskaza, (2) u

kvalitativnom istraživanju ljudsko razumijevanje života proizlazilo je iz vlastitih iskustava ispitanika i (3) to je rezultiralo novim načinima razmatranja filozofije i tehnika.

Učitelji koji su dobrovoljno sudjelovali u istraživanju bili su visoko cijenjeni. Također im je savjetovano da mogu prekinuti sudjelovanje u svakom trenutku i bez objašnjenja. Isto tako, zajamčena im je privatnost i anonimnost. Odgovori sudionika bili su maksimalno povjerljivi. Potpisali su odgovarajući obrazac kako bi pokazali da su samostalno pristali sudjelovati u istraživanju.

Također, istraživač se pridržavao etičkoga načela o dobrim namjerama kako ne bi ispitanicima prouzročio bilo kakvu štetu. Istraživač je osigurao da pitanja korištena za prikupljanje podataka ne sadrže jezik koji bi sudionici mogli smatrati neprikladnim. Istraživač nije učinio ništa što bi im moglo fizički ili psihički naštetiti. Naposljetku, radi promicanja pravednosti, istraživač je dao smjernice da se prije prikupljanja podataka provede rasprava o ciljevima i zadacima istraživanja.

Analiza i interpretacija podataka

Analiza i interpretacija podataka u ovoj studiji slijedila je metodologiju koju su opisali Miles i Huberman (1994), uključujući redukciju podataka, prikaz podataka te donošenje zaključaka i provjeru. Prvo, kvalitativni podatci iz intervjua temeljito su prepisani i pročišćeni, sažimajući i pojednostavljujući informacije uz zadržavanje njihovoga temeljnog sadržaja. Primjenom sustavnoga pregleda i kodiranja uzoraka, ključne teme su identificirane iz prijepisa neobrađenih podataka. Te su teme zatim organizirane i vizualno prikazane tehnikama kao što su tematske slike, matrice ili dijagrami, čime se olakšala dublja analiza i interpretacija skupa podataka, uz zadržavanje brojnosti odgovora sudionika.

Nakon toga, studija je napredovala do prikaza podataka pri čemu su prepisani podatci vizualno predstavljeni pomoću grafikona i tablica kako bi se olakšalo sveobuhvatno razumijevanje i sinteza kvalitativnih podataka. Ova vizualizacija pomogla je u prepoznavanju obrazaca, odnosa i varijacija u iskustvima sudionika korištenjem pristupa ručnoga kodiranja, bez uključivanja softvera i, konačno, donošenju i provjeri zaključaka uključenih u dobivanje smislenih tumačenja i uvida iz sažetih i vizualno predstavljenih podataka, osiguravajući točnost sveobuhvatnim postupkom provjere. U ovoj fazi korištena je triangulacija kroz konvergenciju višestrukih izvora podataka, pridonoseći većoj vjerodostojnosti i pouzdanosti nalaza. Također su održani kraći razgovori sa stručnjacima za nastavni predmet TZK kako bi se povećala vjerodostojnost i integritet nalaza.

Rezultati i rasprava

U ovom poglavlju govori se o iskustvima, stajalištima i uvidima sudionika koji su sudjelovali u dubinskom intervjuu. Na temelju triangulacije rezultata, sedam značajnih tema zabilježeno je među pozitivnim učincima pandemije bolesti

COVID-19 na nastavnike, a to su: razvila je pozitivni pogled na poučavanje; učiteljima je otvorila neograničene mogućnosti za profesionalni razvoj, osnažila je religijske odnose i vjeru, povećala empatiju prema učenicima, učinila je učitelje učinkovitijima u provedbi nastave na daljinu, također su postali otporniji i zdravstveno svjesniji pojedinci.

Istraživač je detaljno raspravio o svakoj temi, dajući njihove dubinske opise i implikacije. Kako bi se što bolje argumentirala prezentacija dobivenih podataka, uključeni su dijelovi iz intervjua sa sudionicima.

Tema 1: Razvijeno pozitivno stajalište o poučavanju

Ovom se temom zadire u perspektive sudionika istraživanja o tome kako im je produženo razdoblje samoizolacije tijekom pandemije pozitivno utjecalo na nastavnički život. Prema njihovim riječima, suočili su se, izdržali i prevladali brojne izazove u osobnoj i profesionalnoj sferi. Ti su izazovi duboko utjecali na različite aspekte njihovih života, preoblikujući im misli, postupke i poglede. Unatoč tome, ova su im iskustva dala vrijedne lekcije, omogućivši im da situacijama pristupe s optimizmom i odlučnošću. Ilustracije radi, tri su sudionika dala detaljna izvješća o svojim iskustvima.

„...možemo se suočiti s izazovima bez obzira na to kakvi su... ova me pandemija oblikovala u jaču osobu tako što pozitivno shvaćam stvari i moj učiteljski posao.” P5

„...kao tjelesni pedagozi, moramo nastaviti, biti hrabri... da, samo nastaviti i biti hrabri...” P9

„...pandemija mi je također dala uvid i inspiraciju da se jače trudim nastaviti pružati visokokvalitetno obrazovanje svojim učenicima.” P6

Ova tema podrazumijeva kako se učitelji mogu promijeniti i prilagoditi u teškim vremenima. To je poput lekcije za njihove učenike i druge učitelje da vide kako ostaju pozitivni čak i kad je teško. Ova tema također govori o tome kako učitelji mogu naučiti osnovne vještine poput rješavanja problema i fleksibilnoga ponašanja, koje mogu prenijeti i svojim učenicima kako bi im pomogli da se suoče s izazovima u životu. S obzirom na okolnosti uzrokovane pandemijom bolesti COVID-19, učitelji su morali pronaći nove načine kako nastaviti poučavati svoje učenike i ostati jaki. No i u izazovnim okolnostima učitelji su pokazali da mogu učiti i čak napredovati te da mogu pomoći drugima da učine isto, što je važno.

Pandemija je značajno preoblikovala perspektive nastavnika, potičući pozitivan pogled na njihove osobne živote i karijere. Kang (2021) ističe kako su duže razdoblje samoizolacije i izazovi što ih je ono donijelo testirali strpljenje, prilagodljivost i otpornost nastavnika. Rahayu i Wirza (2020) naglašavaju brzi prelazak na nastavu na daljinu, što potiče nastavnike da prihvate nove metode poučavanja.

Ova je promjena potaknula učitelje da preispitaju svoje uloge i eksperimentiraju s dinamičkim metodama poučavanja u novonastalim okolnostima (Han i Sa, 2021). Beltman i sur. (2022) primjećuju da je ova novootkrivena prilagodljivost osnažila nastavnike, nadahnjujući ih obnovljenim entuzijazmom i optimizmom, što je dovelo do poboljšanja nastavničke karijere i usavršilo učenička iskustva u vezi s nastavom (Gopal i sur., 2021).

Tema 2: Otvaranje učiteljima neograničenih mogućnosti za profesionalni razvoj

Ovom se temom naglašavaju novootkrivene prilike koje su otvorile zbog pandemijskih ograničenja. Prema riječima sudionika te su ih okolnosti potaknule da steknu tehnološke vještine potrebne za učinkovito ispunjavanje nastavnih obveza. Unatoč značajnim početnim izazovima, njihova spremnost i predanost samopoboljšanju omogućili su im da prevladaju strah od tehnologije. Njihovo poznavanje aktualnih tehnoloških trendova povećalo im je konkurentnost i stručnost u izvođenju nastave TZK-e u *online* ili izravnom obliku. Sudionici istraživanja o tome su rekli sljedeće:

„... Ova pandemija COVID-19 ojačala me kroz samoučenje jer, da budem iskren, nisam bio dobar s gadgetima. Zbog toga sam se malo mučio, ali kao što je ranije spomenuto, seminari i obuka pomogli su mi u učenju. Bilo mi je izuzetno teško jer je strpljenje ovdje doista na kušnji...” P15

„...prije pandemije znao sam vrlo malo o računalima i aplikacijama. Sada mogu pouzdano voditi online nastavu koristeći Zoom, Google Meet i prijenose uživo na Facebooku. Koristim se Google obrascima i Google učionicama za stvaranje zanimljivoga sadržaja i poučavanje pomoću radijskih instrukcija. Danas koristim preuzete videozapise i razne alate kao što su Canva, Photoshoots i mnoge druge aplikacije kojima se prije nisam koristio kako bih svoje prezentacije učinio privlačnijim učenicima...” P27

Zbog pandemijskih ograničenja, učitelji TZK-a su se prilagodili služeći se vješto tehnologijom kao nastavnim alatom. Njihovo putovanje od početnih poteškoća do stručnosti naglašava važnost razmišljanja o osobnom napretku. Kroz posvećenost samousavršavanju i prevladavanju tehnoloških prepreka, učitelji TZK-a postali su konkurentniji i učinkovitiji u tradicionalnom ili *online* okružju. Takva fleksibilnost i inovativnost promatrana u svjetlu ograničenja dugoročno koristi nastavnicima i učenicima, potičući kontinuirani rast što dovodi do uspješnijega učenja.

Nadalje, Nambiar (2020) je rekao da je pandemija bolesti COVID-19 izazvala značajnu promjenu u području obrazovanja, prisiljavajući učitelje da krenu na put samorazvoja kakav nikada prije nisu slijedili. S iznenadnim prelaskom na daljinsko i *online* učenje, učitelji su se morali suočiti s dotad neviđenim problemima, npr.

kako se koristiti nepoznatim digitalnim platformama i tako razvijati nove metode poučavanja. Pandemija je potaknula učitelje da se brzo prilagode novoj situaciji, što im je pomoglo da rastu i mijenjaju se na osobite načine. Prior i sur. (2016) također su istaknuli da su mnogi učitelji koji su se bojali tehnologije ili nisu znali puno o njoj na kraju upotrijebili istu jer je bila ključna za njihov posao. Naučili su o virtualnim učionicama, kako se koristiti alatima za videokonferencije i kako kreativno zainteresirati učenike za *online* nastavu. Ova nova vještina ne samo da im je pomogla u održavanju primjerenih lekcija, već im je dala i više ideja za poučavanje.

Tema 3: Prošireno religiozno uvjerenje i samootkrivanje

Ovom se temom pokazuje koliko je pandemija promijenila vjerska uvjerenja ljudi i pomogla im da nauče više o sebi. Prema riječima sudionika istraživanja, neizvjesnost i izazovi uzrokovani pandemijom pomogli su im da se približe svojoj vjeri i da je ojačaju. U teškim vremenima poput krize izazvane pandemijom bolesti COVID-19, utjehu i snagu pronašli su u svojoj vjeri i vjerskim uvjerenjima. To ih je pak učinilo predanijima i brižnijima u svim dijelovima života. Vrijeme kada nisu znali što će se dogoditi bilo je prilika za osobni rast i samootkrivanje, što im je pomoglo da nauče više o sebi. Riječima sudionika istraživanja:

„...COVID-19 natjerao me da shvatim da u ovim teškim vremenima i situacijama trebamo ojačati svoju vjeru i biti suosjećajni i predaniji u svemu što radimo.” P15

„Moja je vjera doista ojačala, a u isto vrijeme sam naučio više o svojoj nutrini. Unatoč pandemiji kroz koju smo prošli.” P12

Ovom temom naglašava se ključna uloga mentalnoga blagostanja u suočavanju s izazovima i pronalaženju snage. Usred neizvjesnosti, pojedinci bi se mogli uputiti k samospoznaji (krenuti na put samopoznaje), što vodi do osobnoga rasta i dubljega samorazumijevanja. Sudionici studije vjerojatno su razmatrali ovu temu zbog dubokoga utjecaja pandemije koja ih je primorala da se suoče sa svojim ranjivostima i preispitaju svoje prioritete. Prepoznajući važnost mentalnoga blagostanja i samosvijesti, učitelji tjelesnoga odgoja mogu njegovati kvalitete poput predanosti i suosjećanja, povećavajući sposobnost da podrže učenike usred nevolja. Ovom temom naglašava se fleksibilnost ljudskoga duha i njegovu sposobnost da pronade nadu i raste čak i u najizazovnijim okolnostima, potičući jače veze sa samim sobom i drugima.

Pandemija bolesti COVID-19 uzrokovala je promjene u religijskim uvjerenjima i vjeri pojedinaca, donoseći sa sobom izazove i neizvjesnosti (Rigoli, 2021). Usred kaosa, mnogi su se okrenuli svojim vjerskim tradicijama tražeći utjehu i putokaz, preispitivanjem uvjerenja i produblivanjem duhovnih veza (Kowalczyk i sur., 2020). Ovo razdoblje neizvjesnosti potaknulo je ponovno opredjeljenje za prakticiranje

vjere i angažmana u zajednici, potičući osobni rast i samosvijest (Rigoli, 2021). Za učitelje tjelesnoga odgoja ovo putovanje samo otkrivanja može utjecati na njihovu nastavnu praksu, omogućujući im da integriraju novopronađene spoznaje i fleksibilnost u svoje profesionalne uloge (Baba, 2020). Dakle, pandemija katalizira potrebe učitelja da poboljšaju svoju učinkovitost u vođenju učenika kroz nastavne planove i programe Tjelesne i zdravstvene kulture, potrebe koje su utemeljene na dubljem razumijevanju sebe i svoje vjere.

Tema 4: Suosjećajno poučavanje

Ovom temom pokazuje se koliko je važno da učitelji budu suosjećajni prema svojim učenicima, posebno kada je COVID-19 kriza bila na vrhuncu. Prema riječima nastavnika koji su sudjelovali u istraživanju, pandemija je pomogla učiteljima u razumijevanju učenika koji su prolazili kroz slične probleme. Učitelji su shvatili da su opstanak i dobrobit važniji od strogih akademskih obveza u ovim izazovnim vremenima. Učenici i učitelji morali su se brinuti o preživljavanju tijekom dana, gubitku voljenih, financijskim ograničenjima i kontinuiranoj tjeskobi zbog virusa. Ovo zajedničko iskustvo bilo je snažan podsjetnik na to koliko je suosjećanje važno i navelo je učitelje da imaju više razumijevanja i pomažu svojim učenicima. Ovo je lekcija koju još uvijek cijene iako je izravna nastava ponovno počela i škole su ponovno otvorene. O ovome su sudionici istraživanja rekli sljedeće:

„Budite strpljivi sa svojim učenicima jer danas nisu samo učitelji pod stresom, već i naši učenici. Oni su zatrpani aktivnostima jer nismo očekivali ovu pandemiju. Ušli smo u novu normalnu situaciju na koju nismo bili spremni.” P1

„Naši učitelji trebali bi biti fleksibilni i suosjećajni. Čak i bez nastave licem u lice, možemo pružiti djeci učenje, biti suosjećajni i ljubazni. Moramo biti ljubazni u ovo vrijeme jer smo u pandemiji i svi se mučimo, ne samo nastavnici. Naši učenici se također suočavaju s problemima, posebno s prilagodbom na izostanak nastave licem u lice.” P14

Ovom temom naglašava se transformativna moć empatije i suosjećanja u području obrazovanja. Pandemija je poslužila kao podsjetnik na to da poučavanje nadilazi puko širenje informacija, obuhvaća njegovanje cjelovite dobrobiti učenika. Uočena empatija omogućila je poboljšana iskustva učenja tijekom krize i potaknula njegovanje trajne kulture suosjećanja. Kako se učenici i nastavnici vraćaju na izravnu nastavu, trajni osjećaj razumijevanja i podrške naglašava duboki utjecaj nastavnika na oblikovanje života učenika. Ovim se naglašava važnost učitelja koji nije samo izvor akademskoga znanja nego je također izvor snage i empatije usred izazova.

Ovo je u skladu s González-García i sur. (2021), koji su primijetili da se u tako izazovnim vremenima učenici suočavaju s raznim izvorima stresa, poput zdravstvenih, obiteljskih, ili financijskih problema i nagloga prelaska na učenje na

daljinu, što značajno utječe na njihovo emocionalno stanje. Posljedično, nastavnici igraju ključnu ulogu u tome da, osim prenošenja znanja, budu učenicima ključna podrška kako bi oni mogli lakše upravljati svojim emocijama. Yang (2021) je pojasnio da su brižni učitelji vitalni izvori sigurnosti i empatije, potičući stvaranje okruža u kojem se učenici osjećaju shvaćenima i cijenjenima. Ovaj osjećaj pripadnosti promiče otvorenu komunikaciju te omogućuje učenicima da izraze svoje brige i potraže pomoć kada je potrebna (White i Ruth-Sahd, 2020). Nadalje, za obilježja empatičnoga poučavanja, kao što su davanje personaliziranih povratnih informacija, ohrabrenje i empatija, prema Gelles i sur. (2020), pokazalo se da motiviraju učenike i ublažavaju stres i tjeskobu te stvaraju optimalno okruženje za učenje. Primjenjujući suosjećanje u svojem poučavanju, nastavnici poboljšavaju akademska iskustva i njeguju bitne životne vještine poput empatije, omogućujući učenicima da se izdržljivije nose s izazovima i izvan učionice (White, 2022).

Tema 5: Učinkovitija provedba nastave na daljinu

U kontekstu ove teme istražuje se ono što su sudionici rekli o tome kako ih je pandemija bolesti COVID-19 promijenila i učinila boljim u poučavanju na daljinu. Prema riječima sudionika istraživanja, prelazak na *online* učenje potaknuo ih je da budu kreativniji, otvoreniji za nove ideje i marljiviji u svojim zadacima učitelja tjelesne i zdravstvene kulture, kako u *online* tako i u izravnoj nastavi. Naučili su važne stvari koje su im pomogle pronaći metode poučavanja s ograničenim resursima, o čemu govore sljedeći iskazi ispitanika:

„Pandemija COVID-19 oblikovala me u strateški kreativnijega i marljivijega učitelja, posebno u stvaranju i pripremi mojih materijala za učenje te podršku i prilagodbu našim učenicima u modularnom učenju na daljinu...” P10

„Naučio sam kako tražiti strategije poučavanja, stvarati resurse i uspostavljati veze sa svojim učenicima putem njihovih modula i nastavnih listića s dopunskim aktivnostima...” P8

Ovom temom naglašava se utjecaj pandemije na nastavne prakse, pri čemu se posebno ističe ubrzano usvajanje tehnologije i primjena dinamičnijih nastavnih metoda. Povećana kreativnost i inovativnost sudionika doveli su do nove ere obrazovanja koju karakteriziraju bogatija i aktivnija iskustva učenja, kako u tradicionalnome tako i u *online* okruženju. Njihova je vještina prilagoditi se u neizvjesnim uvjetima. Štoviše, u njihovim iskustvima uočava se važna potreba za njegovanjem poticajnoga i fleksibilnoga obrazovnog okruženja pri čemu se edukatorima i širem obrazovnom sustavu nude vrijedne lekcije.

Prelazak na učenje na daljinu koji je donijela pandemija, kako su primijetili Lukas i Yunus (2021), gurnuo je učitelje u nepoznate zone, tjerajući ih da se brzo prilagode novim modalitetima poučavanja i tehnologijama. Ova nagla tranzicija zahtijevala je inovativne pristupe održavanju angažmana učenika, kao što su virtualna nastava

i asinkrono učenje, prema Adedoyin i Soykan (2023). Učitelji su usavršili svoje digitalne vještine, ovladali *online* pedagogijom i iskoristili različite komunikacijske kanale za obogaćivanje iskustava učenja. Štoviše, Maatuk i sur. (2022) uočili su promjenu paradigme u ulogama nastavnika prema olakšavanju samostalnoga učenja, poticanju okružja usmjerenoga na učenika u kojem učenici preuzimaju veću autonomiju u svojem obrazovanju. Mukhtar i sur. (2020) istaknuli su usavršavanje nastavne prakse, uključujući jednostavnije usmjerenje, materijale prilagođene učeniku i pravovremene mehanizme davanja povratnih informacija, čime se utječe na bolje ishode učenika i obogaćuje obrazovni krajobraz (Dhawan, 2020).

Tema 6: Otporniji učitelji

U ovoj temi govori se o tome kako su se učitelji TZK nosili s brojnim izazovima s kojima su se suočavali u osobnim i profesionalnim životima. Prema riječima sudionika istraživanja, pandemija ih je na mnoge načine zatekla nespremne, dovela ih u probleme i brige jer je takva situacija bila nešto u čemu nikada prije nisu bili. Ova kriza bila je veliki ispit za njihovu posvećenost učiteljskoj profesiji. No, s vremenom im je omogućila da rastu kao ljudi i nauče kako ponovno stati na svoje noge, dok su istodobno izvodili nastavu visoke kvalitete. Iznenađni dolazak pandemije učinio ih je otpornijima, i to su iskustvo primijenili i u trenutku kad su ponovno počeli izvoditi nastavu licem u lice. Važno je da ovu otpornost vide kao vještinu koju vrijedi prenijeti učenicima, jačajući im duh prilagodljivosti i upornosti. Evo nekoliko izvadaka iz odgovora sudionika koji pokazuju njihovu otpornost:

„...kada se pandemija dogodila, bilo nam je izuzetno teško, ali hvala Bogu bili smo otporni. Kada se pandemija pojavila, potaknula me da razvijem vještine računalne montaže, izrade videa i stvaranja sadržaja. Omogućila mi je da se prilagodim i novom normalnom načinu izvođenja nastave TZK te kreiram inovativne zadatke...” P9

„...nadalje, naučilo me da budem otporan unatoč nepromjenjivim izazovima uzrokovanim pandemijom. Shvatio sam da moramo biti fleksibilni tijekom ovoga vremena, prilagoditi se i pronaći načine da nastavimo učenje naših učenika...” P8

Ovom temom naglašava se kako je ispitanicima fleksibilnost koju su pokazali tijekom pandemije pomogla da se nose s novim situacijama i potaknula nadu među njihovim učenicima. Kako su se nastavnici borili protiv novih nedaća, razvijali su fleksibilnost, oblikovali svoje profesionalne puteve i učenicima usađivali neprocjenjive životne lekcije. Ova fleksibilnost nadilazi učionice i služi kao dokaz ljudske izdržljivosti i sposobnosti prevladavanja nepredviđenih prepreka. Prenoseći fleksibilnost svojim učenicima, učitelji odgajaju generaciju spremnu za hrabro suočavanje s budućim neizvjesnostima, njegujući snažan duh neophodan za snalaženje u životnim poteškoćama.

Zadok-Gurman i sur. (2021) istaknuli su izuzetnu snagu koju su pokazali nastavnici, a koja je oblikovala njihove osobne i profesionalne živote. Dok su se učitelji suočavali s brojnim izazovima koje je donijela pandemija, doživjeli su značajan osobni razvoj jer su se prilagoditi okolnostima koje se brzo mijenjaju i snašli su se u složenosti nastave na daljinu (Raghunathan i sur., 2022). Ovo razdoblje prilagodbe potaknulo je novootkrivenu fleksibilnost i snalažljivost jer su učitelji brzo stjecali nove vještine, prihvaćali tehnologiju i osmišljavali inovativne metode poučavanja kako bi osigurali kontinuirano učenje svojih učenika (Marshall i sur., 2023).

Tema 7: Pojedinci koji više vode računa o zdravlju

Ovom temom pokazuje se kako je pandemija promijenila poglede učitelja na zdravlje danas. Prema njihovim odgovorima, učitelji bolje razumiju važnost stavljanja svojega zdravlja na prvo mjesto, ne samo u vrijeme iznimnih zdravstvenih situacija, već i kao stalne obveze. Znaju koliko je važno vježbati i dobro se hraniti kako bi bili spremni za izazove koje život svakodnevno stavlja pred njih i spriječili moguće bolesti. Razdoblje pandemije bolesti COVID-19 uzrokovalo je značajnu promjenu u načinu na koji se učitelji brinu o sebi, što i dalje utječe na to kako poučavaju i općenito žive. Evo nekih dijelova onoga što su naveli:

„Kao tjelesni pedagog, moram nastaviti brinuti o sebi, bilo pandemije ili je nema...” P5

„...preusmjeravanje uma na važnost tjelovježbe i pravilne prehrane bilo je ključno. Trebali bismo ozbiljnije shvatiti izbor hrane, životni stil i život jer su prehrana i tjelovježba vitalni tijekom COVID-19...” P13

„COVID-19 me je oblikovao da postanem jak i učinkovit tako što sam postao svjesniji i oprezniji prema svojoj okolini kako bih zaštitio svoje zdravlje, uključujući svoju mentalnu, fizičku i emocionalnu dobrobit...” P7

Činjenica da su učitelji svjesniji svojega zdravlja i dobrobiti pokazuje koliko je briga o sebi istinski bitan dio nastave. Stavljajući svoje zdravlje na prvo mjesto, učitelji se mogu bolje nositi sa zahtjevima svojega posla i služiti kao dobri uzori svojim učenicima, učeći ih o važnosti zdravlja i cjeloživotne brige o sebi. Ovaj pomak prema većoj svijesti o zdravlju mogao bi učitelje učiniti zdravijima i otpornijima, što bi ujedno bilo dobro za obrazovni sustav u cjelini. Vjerojatnije je da će zdravi učitelji biti učinkoviti, motivirani i raspolagati alatima koji će pomoći njihovim učenicima u uspješnijem usvajanju znanja. Dugoročna predanost učitelja tjelovježbi i zdravoj prehrani pokazuje njihovu prilagodljivost i otpornost. Ove su kvalitete vrlo bitne ne samo u zdravstvenim krizama, već i u suočavanju s budućim izazovima u obrazovanju.

Dok su se učitelji emocionalno nosili s krizom koju je uzrokovala pandemija i neizvjesnošću unutar obrazovnoga krajolika koji se brzo mijenja, shvatili su koliko je važno brinuti se o sebi (Allen i sur., 2020). Pandemija je bila podsjetnik

da je dobro zdravlje osnova za sve ostalo, uključujući nastavu. Učitelji su shvatili da se moraju brinuti za sebe fizički i psihički da bi mogli dobro obavljati svoj posao i svojim učenicima pružiti potrebnu pomoć (Robinson i sur., 2023). Ova svijest naglašava važnost uključivanja praksi koje promiču zdravlje u osobno i profesionalno područje života. Baker i sur. (2021) istaknuli su da učitelji mijenjaju svoje perspektive, integrirajući redovitu tjelovježbu, zdrave prehrambene navike i rutine vlastite njege u svakodnevni život. Ova povećana svijest o osobnoj dobrobiti čuva buduće zdravlje nastavnika i služi kao snažan uzor učenicima (Baker i sur., 2021). Stavljajući zdravlje na prvo mjesto, učitelji svojim učenicima ukazuju na važnost brige o sebi i otpornosti u svladavanju izazova, prenoseći im tako neprocjenjive životne lekcije koje nadilaze okvire učionice (Lizana, 2021).

U kontekstu TZK naglašava se uloga učitelja kao zagovornika holističkoga pristupa zdravlju. Može utjecati na metode poučavanja uključivanjem *wellness* praksi u izradu nastavnoga plana i programa, kao što je naglašavanje važnosti tjelesne aktivnosti, obrazovanja o prehrani i tehnika upravljanja stresom. Učitelji mogu integrirati mogućnosti iskustvenoga učenja koje učenicima omogućuju primjenu ponašanja kojima se promiče zdravlje u stvarnim životnim situacijama, potičući cjeloživotne navike za sveukupnu dobrobit. Ova promjena u pedagoškom pristupu usklađena je sa širim ciljem tjelesnoga odgoja o osnaživanju učenika znanjem i vještinama potrebnim za održavanje optimalnoga zdravlja i otpornosti tijekom života.

Zaključci

U ovoj studiji prikazano je sedam zanimljivih odgovora kojima se nudi vrijedan uvid u to kako je bolest COVID-19 oblikovala živote nastavnika tjelesnoga odgoja tijekom i nakon njezine pandemije. Ove su teme rasvijetlile kritične dimenzije koje su omogućile sveobuhvatan samorazvoj među učiteljima tjelesnoga odgoja. Stoga se u ovoj studiji ističe da je sposobnost nastavnika da se prilagode vitalna životna lekcija koju mogu prenijeti na svoje učenike, uključujući važnost usvajanja ključnih životnih vještina, poput rješavanja problema i fleksibilnosti, kako bi se učenici bolje pripremili za izazove s kojima će se suočiti u stvarnom svijetu.

Nadalje, u ovoj se studiji navodi kako su iskustva tijekom pandemije uzrokovala napredovanje nastavnika na njihovom putu od početnih suočavanja s tehnološkim poteškoćama do postizanja dobre kvalitete u *online* nastavi. Ispitani učitelji pokazuju kako predanost samo usavršavanju i spremnost da se prevladaju tehnološke prepreke mogu dovesti do velike promjene. Njihova iskustva pokazuju da su napredak i nove ideje mogući unatoč ograničenjima.

Nadalje, ovom se studijom pokazuje koliko je mentalno zdravlje važno za preživljavanje u teškim vremenima i kako ono može pružiti utjehu i biti nit vodilja. Ovo je istraživanje također istaknulo kako empatija i suosjećanje mogu promijeniti način na koji ljudi uče, pokazujući da je poučavanje više od pukog prenošenja informacija. Naglašava se da nastavnici trebaju biti više od izvora akademskoga

znanja, zapravo izvori snage i empatije, kada se suočava s problemima. Ovo su vrijedne lekcije koje mogu nadilaziti granice učionice. Poučavajući učenike da budu suosjećajni i čvrsti, učitelji mogu odgojiti generaciju koja je spremna suočiti se s nepoznatim uz nepokolebljivu upornost, snagu i vrijednosti.

Na kraju, u ovoj studiji ističe se da je briga o sebi sastavni dio posla nastavnika. Kad učitelji sebe stave na prvo mjesto, mogu se bolje nositi sa zahtjevima svojega posla i dati izvrstan primjer svojim učenicima. Usredotočenost na zdravlje i brigu o sebi značajno utječe na obrazovni sustav jer je vjerojatnije da će zdravi učitelji biti učinkoviti, motivirani i spremni pomoći svojim učenicima da uspiju.