

The Experiences of Non-Physical Education Generalist Teachers in Implementing PE in the Primary Grades: Implications for Capability Development Initiatives

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Received : 6 September 2024
Revised : 1 December 2024
Accepted : 28 March 2024
DOI : 10.26822/iejee.2024.334

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Abstract

This research aims to explore the experiences of non-physical education teachers in implementing physical education in the primary grades as a basis for creating feasible capability-building initiatives. Employing a qualitative-descriptive research design, in-depth interviews were conducted with twenty non-physical education generalist teachers using a guided interview questionnaire validated by experts. Through the triangulation of results, this study uncovers the creativity and resourcefulness exhibited by generalist teachers in lesson preparation. However, several challenges impede their successful implementation of physical education, including the risk of injuries, inadequate equipment, a lack of training or seminars, insufficient teaching strategies, and personal health issues. The findings inform the development of conclusions and recommendations to enhance the effectiveness of generalist teachers in teaching physical education in primary grades.

Keywords:

Non-PE Teachers' Problems; PE in the Primary Grades; Teachers' Experiences

Introduction

Physical education is an essential subject that fosters improvements in the social, spiritual, mental, and physical aspects of learners' lives across all educational levels (Pangrazi & Beighle, 2019). Recognizing the numerous advantages, such as improved physical fitness and activity, it is clear that well-trained physical education teachers play a critical role in maximizing these advantages (McKenzie & Lounsbury, 2013).

In the Philippines' elementary education context, educators, commonly called "generalist teachers," instruct learners in the primary grades. They are often called generalist teachers because they teach their primary school learners various subjects. Unlike specialized teachers who focus on a single subject or discipline, such as mathematics or science, elementary school generalist teachers cover many subjects, including language arts, mathematics, social studies,



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ISSN: 1307-9298

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science, physical education, and health. They provide a foundational education across multiple disciplines in the early stages of a learner's learning journey, fostering well-rounded academic development (Sumalinog, 2018).

Despite their knowledge of core academic subjects, generalist teachers face challenges, such as a lack of specialized training, understanding of required skills, and a noticeable lack of confidence in teaching subjects they are not experts (Truelove et al., 2021). This lack of training and unfamiliarity with some curricula are significant barriers to effective teaching, making it especially difficult to achieve intended learning outcomes in elementary curriculum, such as acquiring common life skills (Lu & Lorusso, 2016). The lack of targeted training limits teachers' ability to navigate the complexities of core subjects and their ability to instill essential life skills in learners.

Further, elementary teachers face difficulties due to insufficient funding and resource allocation to deliver their subjects efficiently. This deficiency frequently manifests as a scarcity of essential equipment and materials to be used in the classroom. Teachers struggle with limited access to equipment, tools, and appropriate spaces, significantly limiting their ability to incorporate diverse activities, especially in physical education (Pangrazi & Beighle, 2019).

Neutzling et al. (2019) also highlighted that the congested curriculum and limited time allotted to each subject add to teachers' challenges. The demanding curriculum limits the time for learning activities, making it difficult for teachers to provide adequate and well-rounded primary instruction. This limitation not only determines the variety of activities available but also jeopardizes the overall quality of learning experiences, affecting the holistic development of learners.

Furthermore, the consequences extend to the learners, compromising focus and performance. Spittle (2015) revealed that generalist teachers' difficulties teaching core subjects directly impact students' engagement and academic achievement. Despite these challenges, generalist teachers in primary grades demonstrate commendable dedication and motivation to impart knowledge in their assigned subjects (Metzler, 2017).

While previous research has delved into generalist teachers' experiences in teaching core subjects, a significant research gap remains in exploring the experiences encountered by generalist teachers responsible for teaching physical education in the primary grades. The current literature has primarily focused on the challenges and strategies associated with core academic subjects, leaving a significant gap in understanding the unique dynamics, obstacles,

and potential solutions for physical education instruction. This study aims to address and bridge this gap by thoroughly investigating generalist teachers' challenges when teaching physical education at the primary level. This research aims to provide valuable insights that contribute to enhancing their capabilities and competencies in this critical aspect of primary education by delving into their experiences and soliciting their recommendations.

Moreover, this study not only contributes to the academic literature by filling a gap, but it also has the potential to inform policy, shape professional development initiatives, and improve the overall quality of physical education instruction in primary grades. This research's findings can serve as a fundamental building block for school action planning and contribute to academic discourse. The study provides a roadmap for schools to improve the effectiveness of their physical education programs by offering practical strategies for overcoming challenges encountered in teaching physical education to primary grades. This valuable advice is critical for schools looking to foster a positive and thriving environment for teachers and students in physical education.

In addition, the study adds significant value to the physical education community as it opens avenues for further exploration and research in this critical area by serving as a reference point for future scholars. The insights gained from generalist teachers' experiences and challenges become a valuable resource for researchers looking to delve deeper into the complexities of physical education instruction in primary grades. This research lays the groundwork for developing feasible recommendations that address the specific challenges faced by generalist teachers. This research adds to the field's current understanding and actively informs practical strategies and future scholarly endeavors, emphasizing its broad and enduring significance.

Methodology

Research Design

This study employs a qualitative-descriptive research design to comprehensively describe the experiences of generalist teachers teaching physical education in primary grades. This approach is well-suited to illuminating the interrelated nature of teaching physical education by emphasizing subjective meanings, social interactions, and contextual factors that shape teaching and learning experiences in this domain (Grossoehme, 2014). Hennink et al. (2020) outlined that qualitative research design is a powerful tool for exploring subjective meanings and social interactions inherent in physical education's teaching and learning process. It is especially well-suited for capturing the contextual factors that influence

generalist teachers' experiences, shedding light on the complexities of their pedagogical approaches. Using qualitative methods such as interviews, observations, and focus groups reflects a deliberate effort to employ various strategies that can reveal the breadth and depth of the experiences under investigation.

The researchers use qualitative methods to delve into the intricate details of generalist teachers' experiences as this design enables them to capture the richness of their perspectives and practices, contributing to a comprehensive depiction of the teaching and learning dynamics in primary-grade physical education.

Research Participants and Materials

Purposeful sampling was used in this study to carefully select participants who could provide in-depth insights into the experiences of generalist teachers teaching physical education in primary grades. This method was chosen carefully to ensure the participants' diverse backgrounds and perspectives would enrich the study's exploration. Twenty (20) generalist teachers were chosen from selected elementary schools in Cotabato, Philippines. According to the inclusion criteria, participants had to be generalist teachers actively involved in physical education in the primary grades and have a non-physical education educational background—this deliberate selection aimed to capture a diverse range of experiences and perspectives within the targeted context.

A guided interview questionnaire was used to collect data. The open-ended questions in this questionnaire were thoughtfully designed to encourage participants to delve into the complexities of their experiences, providing detailed responses and additional insights. "Can you describe a specific challenge you faced while teaching physical education to primary grade learners and how you addressed it?" is an example of such a question.

During the interview sessions, the researchers used an electronic voice recorder to ensure the fidelity and comprehensiveness of data collection. This method allowed for accurate documentation and thorough capturing of the participants' diverse insights and perspectives. The audio recordings were invaluable for accurately representing and analyzing the richness of the participants' responses.

Data Collection

Approval letters were obtained from the heads of selected elementary schools in the Cotabato Province in the Philippines to facilitate this study. Following the acquisition of permissions, informed consent forms were secured, followed by the scheduling of interviews at mutually convenient times and locations. The researchers made a preliminary visit to familiarize

participants with the interview process, fostering a comfortable environment for future engagements. According to Guest (2013), in-depth interviews are a classic qualitative data collection method that involves a skilled interviewer engaging in profound conversations with knowledgeable interviewees. A carefully crafted set of questions was shared in advance with research participants, serving as the primary tool for data collection.

During the interviews, participants were given ample time to provide detailed responses to the questions. These sessions were audio-recorded and transcribed verbatim to preserve the richness and authenticity of the participants' narratives. A member check validation and triangulation strategies were implemented to ensure the validity of the research findings. This entailed comparing data collected from multiple individuals, improving the study's credibility and reliability.

Data Analysis

Thematic analysis, as defined by Braun and Clarke (2006), serves as the analytical foundation of this qualitative research study. This methodical three-step coding system, used in qualitative research (Maguire & Delahunt, 2017), includes (1) data reduction, which involves transforming participant responses into figures, tables, and discussions; (2) data display, which involves presenting organized data; and (3) conclusion, drawing, and verification, which involves summarizing primary inputs and examining data to reinforce the conclusion. Braun and Clarke's thematic analysis ensures a systematic and thorough exploration of the qualitative data, allowing for the identification and interpretation of recurring patterns and themes. This method perfectly aligns with the study's objectives, allowing for a more nuanced understanding of generalist teachers' experiences teaching physical education in primary grades.

Ethical Consideration

Throughout this research endeavor, ethical considerations were important, with a commitment to upholding the highest standards. The teachers participating in the study were treated with the utmost respect, and their participation was entirely voluntary. To protect their privacy and confidentiality, strict measures were put in place, including obtaining informed consent outlining the nature and purpose of the study. The interview questions were carefully crafted to ensure a respectful and empathetic dialogue.

Further, to promote transparency and equal opportunity, thorough orientation were conducted to provide teachers with clear insights into the study's objectives, procedures, and potential outcomes,

allowing them to make informed decisions about their participation. This dedication to ethical practices demonstrates the researchers' commitment to conducting a study that prioritizes the participants' well-being and rights while also contributing valuable insights to the field of education.

Results and Discussion

High Risk for Injuries. Physical education provides a valuable opportunity for learners to cultivate and refine their skills and talents through various activities such as sports, dance, and exercise. This theme, however, highlights a concerning aspect of the increased risk of injury associated with learner engagement, particularly during outdoor activities. According to the research participants, accidents occurred when learners actively participated in outdoor activities. This noteworthy observation highlights a pervasive challenge in ensuring learners' safety during physical education classes. In response to this concern, the participants took a precautionary approach, limiting the inclusion of outdoor activities in their lesson plans. This intentional avoidance of outdoor activities was viewed as a strategic measure aimed at reducing the frequency of accidents and ensuring the learners' well-being; however, it sacrifices maximum physical education experience of learners. According to research participant 6:

"...once, I felt fearful due to frequent accidents during PE classes, as I could be held responsible. Consequently, I began avoiding PE lessons to mitigate the risk, such as when a student broke their arm." - RQ2P6

Teaching physical education is sometimes dangerous because learners are at risk, primarily when the physical education teacher conducts an outdoor

activity. Before doing so, the area and materials that will be used must be checked first to see if they are safe for the learners. Sometimes, accidents during physical education classes are unexpected events due to various reasons, such as the mistake of the physical education teacher not checking first all the materials and areas that will be used by the learners or even the behavior of the learners where the learners are stubborn, did not listen to the teacher's instruction, and were naughty during activities.

To lessen this kind of case, a physical education teacher must check the area, weather, or even all the equipment that will be used before doing the activity to see if it is safe to use or not (McCoy et al., 2017). According to Kovač et al. (2013), injuries in physical education classes often occur in the lower limbs due to oversight by the teacher in checking equipment. Teachers should take preventive measures, plan effectively, and prioritize student safety to ensure productive and safe outdoor activities.

Inadequate School Physical Education Equipment Hinders Quality Experience for Learners. This theme emphasizes the significant challenge posed by resource constraints in physical education teaching. The lack of necessary equipment or materials affects effective lesson delivery, potentially leading to learners' dissatisfaction. Essential topics in physical education frequently necessitate hands-on experience with equipment or materials, making it difficult to pass on knowledge when these resources are unavailable. Teachers strategize this by using alternatives as substitutes for specialized equipment.

For example, in the absence of standard sports equipment, schools have creatively used household

Table 1.

Challenges that Generalist Teachers Encounter in Implementing Physical Education in the Primary Grades.

Essential Themes	Categories	Core Ideas
High Risk for Injuries	Physical Education Brings the Learners in a Harmful Situation and Leads to Accidents.	Frequent accidents happen during physical education classes, especially when conducting physical activities. Teachers minimize physical activities to prevent learners from being in a harmful situation.
Inadequate Physical Education Equipment Hinders Quality Experiences for Learners	Lack of Equipment that is Needed for Physical Education Class.	No proper area that is spacious and safe for physical activities. Teachers do not have complete equipment and materials for physical education classes.
Lack of Pedagogical Strategies in Handling Learners' Diverse Behaviors in Physical Education	Learners' Different Behaviors is One of The Hindrances of Their Learning	Teachers have learners who are slow learners. Teachers have learners that have different attitudes or behaviors. Teachers are encouraging their learners to learn despite the personalities that they have shown.
Teachers' Health Problems Limit them to Teach Other Areas in Physical Education	Teachers' Personal Health Problem Cannot Make them Teach the Lessons Properly	Teachers cannot teach and perform the exercises correctly. Teachers limit their actions when teaching physical education since they have personal health problems.

items such as plastic bottles, rolled-up socks, or chalk markings on the ground to facilitate learning experiences. Participants in the study emphasized the dynamic nature of their teaching approach, adjusting lessons based on the availability of equipment or materials. This adaptability is consistent with the resilience demonstrated by schools in resource-constrained environments. Educators can ensure that learners receive meaningful instruction even when resources are limited by incorporating these practical, low-cost alternatives. To wit:

"... most of the time, lessons require a spacious area, which should be a safe area for the children. Sometimes, we don't have enough equipment, so we just make do with what is available." - RQ2P10

Lack of equipment when teaching physical education classes is a big problem because physical education teachers cannot deliver the lessons properly to the learners, considering that there are lessons that need to be taught that require an actual demonstration, especially in sports, dance, or even exercise. Learners only engage in a limited amount of physical education activity because sometimes there is no available equipment for a specific lesson that is being discussed (Hasan et al., 2020). Furthermore, a lack of knowledge of particular equipment creates concerns that learners may be at high risk for injuries if they use the equipment during a new activity. If they don't know how to use it, there is a possibility that they will get injured or hurt.

Walter (2014) suggests that inadequate resources hinder learners' skill development in physical education. To address this, teachers can innovate, like introducing low-cost activities such as "larong pinoy" to promote sportsmanship, humility, obedience, trust, and unity. These innovations enhance communication, thinking, and social skills, ensuring the effectiveness of physical education.

Lack of Pedagogical Strategies in Handling Learners' Diverse Behaviors in Physical Education. This theme discusses that research participants are experiencing diverse attitudes from their learners, which creates distraction and affects their teaching practices. The strategies the research participants applied during their discussion were insufficient, considering that their learners did not even listen to them as they delivered their lessons. In this way, it also affects the performance of the research participants, as they cannot attain the lesson objectives that they will provide, knowing that it distracts from their plan and strategies because of the diverse attitudes of their learners. Further, as the research participants teach their learners with various attitudes, it creates a hostile environment where the lessons will not be appropriately delivered. It makes the performance of the research participants worse. As stated by research participants 5 and 11:

"Games are readily available for outdoor activities, including those aimed at improving children's behavior and attitude. However, maintaining their interest requires effective engagement." - RQ2P5

"Discipline with children often entails monitoring their outdoor activities, akin to watching over horses released from their pens, ensuring safety as some play while others focus." - RQ2P11

This theme denotes a lack of strategies used by the research participants in terms of delivering their lessons to their learners. This challenge that research participants are experiencing is ineffective in the sense that their learners are not able to listen to them or pay attention to them, considering that the strategies used by research participants are not enough. This leads to poor outcomes for the research participants, as they cannot perform well in such a way that they cannot properly teach the lesson to their learners. Further, the research participants continue to teach their lessons to their learners despite the challenge they experience, which is the diverse behaviors of the learners, because they want to make sure that their learners will gain some knowledge. According to research participants 4 and 8:

"Some children may be less participative due to their unique preferences. As a teacher, I still encourage their involvement, even if they are less enthusiastic." - RQ2P8

According to Bennie et al. (2017), using different teaching strategies develops the teachers' knowledge and skills in teaching physical education lessons. Also, when physical education teachers teach lessons by not sticking to only one strategy, they can make their learners have good behavior and be able to handle them. The help of different teaching strategies used by the teachers will enhance their enjoyment, motivation, and teaching process. With this, teachers are effective as they teach their learners lessons in physical education classes.

Teachers' diverse teaching strategies, as per Hand (2014), reflect their confidence and teaching efficacy. This benefits learners and teachers, leading to successful physical education classes and a positive environment.

Teachers' Health Problems Limit them to Teach Other Areas in Physical Education. This theme delves into the significant impact of personal health challenges faced by research participants, which is an important consideration. Despite dealing with health issues such as hypertension, obesity, and immobility, the research participants continue to teach physical education to learners. However, the limitations imposed by their medical conditions limit their actions and movements while teaching. To address these issues, a conducive teaching environment that accommodates educators' health needs becomes critical. This could

include arranging ergonomic teaching aids, ensuring comfortable seating during theory sessions, and facilitating a teaching schedule with adequate rest intervals.

Furthermore, a collaborative approach within the school community can be highly beneficial. Creating a support network where colleagues can assist in tasks that may aggravate affected teachers' health problems can significantly reduce their burdens. This collaborative effort could include splitting up teaching duties or incorporating peer assistance during physically demanding lessons. According to participant 6 in the study:

"I face challenges in teaching activities like dancing or exercise due to my high blood pressure, which limits my movements. Health issues like mine can hinder the proper execution of lessons." - RQ2P6

According to Tahir and Ahmad (2020), teachers experiencing health problems could experience lapses. In contrast, these teachers cannot teach effectively or support the learners, especially in physical education. Further, these teachers will have limited movement as they cannot fully execute their duties properly because of their conditions. To solve this kind of problem, supporting teachers experiencing health problems can improve their teaching performance and the learners' learning outcomes.

Teachers with health issues are in a dangerous situation that could result in learners not understanding

them clearly or being unable to teach the lesson on a particular day. When teachers miss class due to health issues, learners may not participate in the day's most crucial lessons and activities, which has a negative impact on their growth (Genc & Dogan, 2019). Teachers should get regular check-ups to be healthy and able to teach the lesson to the learners and help the learners continue to learn and improve their skills.

Technology Integration in Primary Physical Education. This theme discusses the suggestion of research participants that putting technology in physical education classes is needed because it makes the learners more attentive to the discussion. If the learners are focused, integrating technology is effective, whereas learners can participate in every activity during physical education class. Since research participants observed that learners would feel some excitement when technology is involved during the lesson delivery, technology seems to bring light or benefits to learning, such as good performance. Further, research participants prefer to use or integrate technology when they teach physical education subjects rather than do it traditionally. As stated by research participant 2:

"... we should also keep up with our technology since before, everything was traditional. Now, we need to keep up with the trend. My learners even requested a projector during class. It can be boring if we just keep on talking without any visuals." - RQ3P2

Table 2.

Practical Suggestions of Generalist Teachers to Improve their Capability and Competence in Teaching Physical Education in the Primary Grades

Essential Themes	Categories	Core Ideas
Technology Integration in Primary Physical Education	Technology Can Get the Attention of the Children	Teachers go with the trend, which is the use of technology in physical education classes. Learners feel less bored if teachers use a projector or DLP to present their lessons.
Greater Empathy for Learners and Burning Passion For the Teaching Profession	Accepting the differences between the children	Teachers should show their love and care for their learners. Teachers should not hurt their learners. Teachers should not be short-tempered when teaching physical education classes.
Participation in Relevant Physical Education Pedagogy Training	Teachers should attend training or seminars about physical education subjects.	Teachers should participate in any training or seminars on physical education so they do not feel any difficulty when teaching the subject. Attending training or seminars helps improve the teachers and gives them additional knowledge about physical education.
Prioritize Purchasing the Needed Equipment for Physical Education Classes	Complete Materials Related to Physical Education Able to Present All the Topics	Schools should provide equipment and materials that is for physical education classes. Teachers were able to teach and demonstrate all the lessons in physical education with authenticity.
Exchange of Ideas and References with Colleagues	Ask for Advice From Colleagues to Have a Guide in Delivering the Lessons in Physical Education.	Teachers should not be afraid of asking for help from colleagues, especially related to the lessons in physical education. Asking for ideas from colleagues can help teachers improve their teaching strategies.

Learners prefer technology in physical education classes because it grabs their attention and enhances focus. Marttinen et al. (2019) found that integrating technology, like instructional videos, increases student engagement and motivation. This dynamic approach improves motor skills and allows access to information, fostering communication among learners and teachers (Das, 2019).

Greater Empathy for Learners and Burning Passion For the Teaching Profession. This theme discusses how the research participants suggest having greater empathy for their learners, which includes showing love and care for them. Showing this behavior makes the learners feel that the research participants give them some importance and value. Research participants loved their works and also the learners because they wanted to make their learners feel comfortable interacting with them. Further, showing pure intentions to the learners is believed to create a good relationship and produce positive outcomes. According to research participants 13 and 17:

"... the most important thing is to love your job and not to take teaching for granted. Also, love your learners."
– RQ3P13

"... I think showing your learners that you love them is important. It doesn't have to be every day, but it's important to show that you care about them consistently."– RQ3P17

This theme implies that showing love to work and to the learners makes them achieve their goals and succeed in learning a particular lesson delivered by the teachers. Also, teachers will have a comfortable environment where they can simply present their lessons to their learners without showing awkwardness. Aside from these values, increasing patience can have good learning effects for teachers and learners. Further, it decreases the suffering of the learners in learning the lessons in physical education if the teacher also shows a lot of patience towards teaching the learners. As stated by research participants 7 and 16:

"... teachers should be patient and find ways to encourage learners because if they are not taught properly, they will suffer in higher levels of education."
– RQ3P7

Showing love and positive behavior towards learners in physical education classes encourages their enthusiasm for learning. As noted by Jung and Choi (2016) and Behzadnia (2021), this approach fosters a strong bond between teachers and learners, leading to a successful and enjoyable learning experience. It empowers learners to apply their knowledge in real life, and when teachers show genuine interest in learners, they feel valued. They can actively engage

in class activities, ultimately changing their perception of teachers in a positive light.

Participation in Relevant Physical Education Pedagogy Training. This theme discusses that the research participants suggest that if a teacher is trained when teaching physical education, it will be more effective because the lessons introduced to the learners are appropriate and have relevant information. Training or seminars positively impact the research participants, considering that they gain knowledge and improve their skills and talents, which can be applied when teaching the learners. The learners can get additional accurate knowledge from them. Further, research participants recommend that teachers who teach a physical education subject but are not physical education graduates attend training or seminars related to physical education because it helps them teach the lessons appropriately and be able to teach the learners without hesitation. As stated by research participants 4 and 6:

"... perhaps we should conduct more seminars and training, particularly in physical education, so that when there are difficulties in teaching, we know the proper training methods. It would be helpful to have intended seminars focused on physical education."
– RQ3P4

When teaching physical education, teachers must have training to help them teach the lessons without any confusion. Physical education teachers must be trained appropriately or must attend trainings or seminars related to physical education because it has benefits where they can improve their confidence and equip themselves with better values (Koh et al., 2016). Training or seminars also help physical education teachers acquire pedagogical strategies and develop motivation in teaching, and with this, it is much easier for them to present their lessons to the learners during physical education classes. Hence, training or seminars improve the skills of physical education teachers, which will also make them effective because the learners will understand them easily, achieve the goal, and enhance their learning.

As stated by Gil-Espinosa (2021), training or seminars related to physical education make teachers more aware of what they will do to teach the lessons on physical education to the learners, especially when learning sports, dance, or exercise. They're going to be more knowledgeable, have improved teaching practices, have enhanced skills, and be able to properly execute all the movements related to the topic that will be taught to the learners, including in sports, dance, and exercise. Further, training or seminars can lead to them creating innovative teaching practices during physical education classes, which helps the physical education teachers meet the needs of their learners and have positive outcomes such as good performance and high scores in every assessment.

Prioritize Purchasing the Needed Equipment for Physical Education Classes. This theme discusses the resources or materials that should be available when teaching physical education lessons because every topic in a lesson is different and needs equipment to be appropriately presented, especially in sports, dance, and exercise. Having complete materials necessary for physical education lessons makes the learners, teachers, and the physical education subject effective, considering that it is delivered appropriately with relevant information, presented properly, and makes proper use of equipment or materials. Further, research participants observed that physical education classes and their lessons would be more accessible to the learners if complete resources or materials were needed. As stated by research participant 10:

"... first and foremost, what I would like to request from DepEd is to provide us complete materials, activity sheets, and especially the necessary equipment because it is one of the hindrances that make teaching difficult for us. So, especially now that social media and television are important, it would be great if the materials and activities shown there are practical and applicable to the daily lives of the learners." – RQ3P10

Resources when teaching the physical education subject to the learners must be complete so that the teaching process of the physical education teachers is adequate. Incomplete resources affect the performance of the learners. In contrast, the learners cannot perform the activity because insufficient materials or equipment are needed for physical education classes. Providing efficient resources can lead to a better outcome during physical education classes, considering that physical education teachers can teach lessons with the proper use of equipment and learners can perform with the help of the appropriate equipment. With complete resources, it will meet the needs of the learners when performing physical education classes (Rosete et al., 2022).

Having a greater availability of resources gives learners more opportunities to engage in different physical activities, making them more active and participative. According to Carlson et al. (2015), encouraging learners to engage in various physical activities with complete resources promotes a high-quality physical education subject. The presence of equipment or materials increases the excitement of the learners, and they are more eager to learn how to use the equipment or materials, especially when they are learning sports, dance, and exercise. Further, having complete resources when teaching physical education brings positivity and benefits for both teachers and learners, which can improve learning and teaching experiences.

Exchange of Ideas and References with Colleagues. This theme talks about how asking for help from

colleagues or co-workers regarding physical education classes is not a problem because it is one of the stepping stones to surpassing the challenges that every teacher faces, which helped them overcome by having advice or ideas from colleagues. In addition, the advice from colleagues serves as a guide in teaching lessons in physical education in the primary grades, especially if a teacher is a novice and the ideas they will get applied to them in teaching the lesson correctly. The opinions and references of colleagues are sometimes not applicable, but it is up to the teacher if they will follow them; they will just analyze them to see if they are good and can help them. Further, research participants expressed that this suggestion makes teaching lessons in physical education easier and is one of the ways to help overcome the challenges that teachers experience. As stated by research participants 12 and 15:

"... so, we can approach any teacher, regardless of the grade level, if they have a specialty in a certain subject, especially in PE. We can approach them and not be afraid to ask for their help." – RQ3P12

"... the first thing to do as a beginner is to ask questions. It's better to ask more experienced teachers for advice. Second, you need to plan and develop strategies. Do research and engage in self-study so that when you enter the field or the classroom, you can teach effectively and execute your plans properly." – RQ3P15

The physical education teacher can gain more knowledge by getting assistance from other physical education teachers. More resources and peer help will enhance a physical education teacher's career as a teacher, and ideas from peers are intended to help a physical education teacher teach a subject (Mäkelä et al., 2014). It is acceptable to ask coworkers for help, making your classes more exciting and productive. Therefore, since it lessens their workload and enhances student achievements, asking for assistance from colleagues is an intelligent idea for physical education teachers.

According to the study of Eirín-Nemiña et al. (2022), the satisfaction of physical education teachers improves when they ask for help and get full support and favorable treatment from colleagues. If physical education teachers ask for help from colleagues, it leads to better lesson planning, sharing resources and expertise, and improved classroom management. Therefore, it is not a problem to ask for help from colleagues. Still, it can help physical education teachers better understand what to do during physical education classes.

Conclusion

This study concludes that generalist teachers face various challenges when teaching physical education, including the risk of student injury, inadequate

equipment, limited pedagogical strategies, and personal health issues. Proactive measures are required to effectively address these challenges, such as instituting safety and first-aid training to ensure teachers' competence in dealing with potential risks and injuries during physical activities, prioritizing investments in the availability and maintenance of necessary equipment to facilitate effective and comprehensive physical education instruction, continuous professional development that includes pedagogical strategies and ICT integration for improving teaching practices and providing engaging learning experiences, and prioritizing teachers' well-being, such as health screenings and regular physical activities to foster a positive and supportive environment.

As a result, drawing on the recommendations of generalist teachers, this study suggests a varied approach to improving physical education teaching in primary grades, such as integrating technology into lesson preparation and delivery, along with compassionate support for learners, to serve as the foundation for developing dynamic and inclusive learning environments. This research also emphasizes the significance of seeking advice from colleagues, encouraging collaboration, and facilitating the exchange of instructional materials to improve the overall professional community and share expertise.

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