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# The Difficulties of Teaching Traditional Filipino Games Online

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**Abstract.** This study examines the experience of elementary physical education (PE) teachers who teach traditional Filipino games online. The study, which is anchored on the Giorgi's descriptive phenomenology and the Community of Inquiry theory, examines how teachers conduct online classes, how interpersonal relationships and interactions occur, and how, in the process, student learning happens. The analysis of interview transcripts using Giorgi's phenomenological reduction helped shed light on the experiences of the 30 elementary PE teachers. Specifically, the study found that the trial-and-error method of teaching traditional Filipino games online still exists despite teachers' participation in several training activities. Additionally, teachers face several technological challenges due to the need for more technical support and services, despite several requests that they made to their administrators. Furthermore, the limited social interaction and space in online education, alongside their pedagogical and technical problems, hamper the quality of teaching, resulting in diluted enthusiasm, learning, and appreciation for traditional games among students. Thus, teaching traditional Filipino games online has pedagogical and technological issues that should be addressed. However, PE teachers' determination and initiative ensured that students continue with their online learning despite the various problems faced. PE teachers self-studied, self-financed, and harnessed their networks, especially in learning the foundations of technology for online teaching and resolving technical issues. Therefore, more initiatives to help them acquire up-to-date and relevant knowledge, skills, and tools for teaching skill-based topics are necessary to succeed in online education.

**Keywords:** Online Education; Physical Education; Traditional Filipino Games; Laro ng Lahi

## 1. Introduction

As a multicultural country, the Philippines has regions and communities with unique cultural backgrounds and heritage. Traditional games, a cultural heritage containing the values, customs, and traditions of the past and present, are not just games but a cultural identity in action that helps people understand their roots

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better and appreciate their dynamic culture. Many studies have found that traditional games incorporate moral principles that assist in fostering the development of players' motor, physical, and emotional skills (Dehkordi, 2017). They also help improve self-esteem, self-control, and cooperative attitude (Handayani et al., 2013), as well as interpersonal skills (Susanti et al., 2010). These advantages highlight how crucial it is to protect and preserve traditional games (Anggita et al., 2018).

Traditional Filipino games, known as *Laro ng Lahi*, are a popular recreational activity among young Filipinos in their spare time. It showcases the ingenuity and resourcefulness of the Filipinos, as most of their games use only the basic materials available in their surroundings. Among many others, *Patintero*, *Agawan Base*, *Luksong Tinik*, and *Luksong Baka* utilize only an open space for players to exhibit their motor skills. *Sipa* only uses a brightly coloured washer. *Bato-lata* requires only a slipper and an empty can, and *Langit-Lupa* needs an open space and clammers. These games have been used in education to highlight the two-way flow of learning and culture. Some games improve students' understanding of Newtonian ideas when integrated into teaching physics concepts (Morales, 2016). They also improve students' fitness levels, including the value of cooperation and a sense of constructive competition (Mozar, 2020). The United Nations Educational, Scientific, and Cultural Organization (UNESCO) highlighted that traditional games help people appreciate their cultural heritage and improve peace and social cohesion (UNESCO, 2013). Hence, teaching traditional games to the younger generation is crucial, especially since playing these games is seldom part of their recreational activity choices.

Modernization has decreased the popularity and participation in various physical face-to-face games (Unos-Estole, 2018). Other westernized initiatives and activities have also impacted how many communities partake in recreational activities (Mapara, 2009). There is also an increasing interest in video gaming, making video games the fastest-growing form of mass media in recent years (Borowiecki & Bakhshi, 2018). This situation led to a decline in the appreciation and engagement of traditional Filipino games, especially since many Filipino children and adolescents, especially in urban areas, are increasingly engrossed in video games (Santos et al., 2019). UNESCO (2013) confirmed that traditional games were in danger of extinction due to the combined pressures of globalization and technological innovation. If people ceased playing these games, they would disappear, along with the distinct cultural expressions and values they represented. During this pandemic, teaching traditional games can be challenging since there is a significant and immediate shift to virtual or online. In this case, teachers must continue to engage with traditional games online as they are the "skilled cultural mediators" responsible for preserving and promoting cultural heritage (Sleeter & Cornbleth, 2011).

There has been a surge of interest in exploring online education dynamics across different contexts amid the pandemic (e.g., Rapanta et al., 2020; Adedoyin et al., 2021; Mittal et al., 2021). Some explored online teaching in a variety of pharmacy-related courses (Lean et al., 2020), practical chemistry (Wijenayaka & Iqbal, 2021),

vocabulary (Ghonivita et al., 2021), mathematics (Bringula et al., 2021), and other academic courses (Apriyanto & Adi, 2021; Malysheva et al., 2022). Many schools have used various online platforms to support faculty in structured and unstructured training styles (Tanucan & Uytico, 2021). In some other parts of the world, it has become the daily academic activity of students (Mailizar et al., 2020; Ramkissoon et al., 2020). Indeed, online education is necessary for many academic subjects and situations, but its application to teaching traditional games has received little attention. More research into how traditional games are played online, including how teachers experience this setup, is needed. Examining teachers' experiences in this context will raise awareness among educational decision-makers and leaders of their difficulties in teaching traditional games online, which is necessary for providing relevant initiatives to assist them. To our knowledge, studies have yet to be conducted in the Philippines to explore this matter.

Many researchers have recognized the value of exploring and examining teachers' experiences, especially on curriculum implementation, to improve educational practices and policies (e.g., Davis & Phillips, 2020; Garza et al., 2022; Tsegay et al., 2022). Exploring teachers' experiences has also been widely examined in the online teaching setup during the pandemic (e.g., Folkman et al., 2022; Şahin-Durmaz & Naciye, 2022) which resulted in various adjustments in policies and practice. The rapid shift to online teaching raised numerous challenges (Tanucan et al., 2022b). Hence, building a sense of community in online education ensures meaningful interaction and cognitive engagement between and among teachers and students (Early & Lasker, 2018). This idea led the study to use the Community of Inquiry (CoI) theory to examine teachers' experiences. The theory involves three areas: teaching presence, social presence, and cognitive presence. The teaching presence involves how teachers facilitate and manage the class, including their teaching materials (Garrison, 2016; Le Roux & Nagel, 2018). Social presence involves the interaction and social engagement of students with their peers and teachers (Rapanta et al., 2020). Cognitive presence involves students' progress, development, or outcomes as they initiate questions and reflection in resolving various problems or doing tasks (Chen et al., 2019; Redmond, 2014). Based on this concept, this study examined PE teachers' experiences teaching traditional Filipino games online, exploring how teachers conduct online classes, how interpersonal relationships and interactions occur, and how student learning transpires in the process.

## **2. Methodology**

This section describes the research design, the key informants, and procedure for data gathering procedure analysis.

### **2.1 Research design**

The descriptive phenomenology of Giorgi anchored this study. This design explored the phenomenon more systematically (Giorgi, 2011), as evident in using the CoI theory's three presences. Consultores (2021) highlighted that using theory makes the research more robust, systematic, and in-depth.

## 2.2 Key Informants

Thirty elementary PE teachers were purposively selected using the inclusion criteria: 1. teaching traditional Filipino games online; 2. at least five years of teaching experience at the elementary level; and 3. willingness to discuss their experience in detail. These criteria ensure that the study's informants are elementary PE teachers with qualifications and prior experience teaching traditional Filipino games. Exploring the experiences of elementary teachers teaching traditional games is essential because there currently is limited literature on this subject. Further, the country's education officials want to help teachers become more productive and effective even in the virtual education environment (Tanucan et al., 2022b), especially concerning Philippine culture.

The teachers are referred to as "informant(s)." Using this pseudonym and informed consent helped ensure their confidentiality. The concept of data saturation was used to determine the number of informants to be included in the study. According to Fusch & Ness (2015), data saturation is the point at which the integration of new participants does not produce further information, and only redundant data is obtained. This point signals to the researcher that a sufficient amount of data has been collected. Table 1 shows the demographic profile of the informants, including the traditional Filipino games they taught online.

**Table 1: Demographic profile of respondents**

Demographic Variables	Frequency	Percent
<i>Gender</i>		
Male	15	50.00
Female	15	50.00
<i>Years of Service</i>		
5 -10 years	14	46.67
10 - 15 years	10	33.33
16 years and above	6	20.00
<i>Highest Educational Attainment</i>		
Bachelor's Degree	21	70.00
Master's Degree	7	23.33
Doctorate Degree	2	6.67
<i>Age</i>		
25 - 35 years old	19	63.33
36 - 44 years old	7	23.33
45 - 54 years old	2	6.67
55- 64 years old	2	6.67
<i>Traditional Filipino games taught online</i>		
Sipa	28	93.33
Piko	27	90.00
Luksong Baka	27	90.00
Langit-lupa	27	90.00
Patintero	27	90.00
Bato-lata	27	90.00
Luksong Tinik	26	86.67
Agawan Base	24	80.00
Luksong Tinik	24	80.00

There was an equal number of male and female informants. Most of them were 30 years or older, with a bachelor's degree as their highest educational attainment, and had at least five years of teaching experience. The usual games taught were those that can be played in any small open space at home using basic materials like slippers and used cans.

### **2.3 Data Gathering Procedure**

Semi-structured, face-to-face, and online virtual interviews, which lasted 90 minutes on average, were used to gather the informants' responses. In order to ensure that the interview process for face-to-face interaction is safe from virus infection, the researcher carefully adhered to the obligatory standard health protocols of the World Health Organization (WHO). These include social distancing, disinfecting materials (e.g., alcohol), and wearing personal protective equipment (PPE). The informants decided the time, place, and date of the interviews to prioritize their comfort, and confidentiality. Other important matters, such as the informants' role in the study, their benefits, and the stipulation of their voluntary participation, were explained carefully in their language, as specified in the Informed Consent Form (ICF).

### **2.4 Data Analysis**

The six-step phenomenological reduction of Giorgi (2012) anchored the collection and analysis of data. The first step was the collection of concrete descriptions of the informants' experiences through in-depth interviews. The second step was the holistic reading of the interview transcripts several times with an attitude of phenomenological reduction (Giorgi, 2011; Giorgi, 2012). The third step was determining the meaning units of each experience description. The fourth step was transforming data into expressions (categories) that are more relevant and easily understood. The fifth step was transforming categories into themes to describe the phenomenon. The sixth step was the discussion of the data through the related studies and literature.

Following Giorgi's phenomenological reduction, the exploration of the experiences was done more systematically. Further, this approach ensured that the description of the experiences strongly comes from the informants' perspectives and that the researcher's pre-conceived ideas and notions about the phenomenon were bracketed. Bracketing is the suspension or holding in abeyance of the researcher's presuppositions, assumptions, or previous experiences in order for the actual description of a studied phenomenon to come out.

## **3. Results**

The analysis of the interview transcripts yielded four overarching themes that shed light on the experiences of elementary PE teachers teaching traditional Filipino games online. The first theme broadly highlights the teaching method used by teachers. The second theme captures several technological challenges. The third theme emphasizes the limited social interaction and space in online education. The fourth theme accentuates the diluted student motivation, learning, and appreciation of traditional games.

### 3.1 The trial-and-error method

The teachers declared that they used the trial-and-error method and successively tried various ways to teach traditional games online until they had successfully or partially achieved the objectives of their lessons. Some teachers shared success stories of their teaching, like the selection of traditional games that can be played in any small open space at home using basic materials like slippers and used cans.

*"In my case, I tried experimenting with many ways to teach Laro ng Lahi online to make sure that, more or less, I achieved my lesson. In the process, I have realized that to be more successful in teaching games, I should choose those that only require simple materials available at home." (Informant 2)*

Other teachers also shared the use of asynchronous teaching time for students to videotape themselves doing the required skills and playing the game instead of doing these synchronously online, which is time-consuming.

*"Although it is taxing on my part to do trial-and-error in teaching, it helped me learn to use the asynchronous time of my class for my students to video themselves performing the skills I asked them to do or even playing the games. At first, I used my synchronous online class time to do all these things, which was time-consuming." (Informant 10)*

On the other hand, several challenges were also shared by the teachers with the trial-and-error method. Some teachers said time, effort, and other resources were wasted since many of their trials of the different ways they thought would be helpful in their classes had failed.

*"The trial-and-error method wasted my time, effort, and other resources since I had to repeat my lessons using different instructions and gadgets until I achieved my goal." (Informant 9)*

Some teachers also shared how their students felt frustrated and stressed out due to several failed teaching attempts, which consequently wasted their time, effort, and other resources.

*"My students got frustrated and stressed out in my class due to several repetitions in the lesson, especially those that failed, like asking their parents to become their teammates or validators if they performed the required skills correctly or not. One student told me she would not attend the class anymore because my instructions were unclear, and I kept changing them repeatedly." (Informant 28)*

The teachers declared that they had participated in several training activities since the onset of the COVID-19 pandemic. However, the training often involved generic concepts about the teaching and assessment processes using the online set-up, class management, and student support. This situation has created training gaps in teaching practical skills online, particularly in teaching traditional Filipino games. The teachers lamented that they had yet to receive specific training in teaching traditional games online, which forced them to introduce the topic on many occasions through a trial-and-error method.

*"Schools were closed immediately, and we have not received comprehensive and specific training to teach traditional games online effectively. I needed training on specific pedagogy and technology to teach traditional games or skill-based topics. Also, there was a clamor from the public to continue the education of*

*students, so we worked and did our duties virtually and online. In this situation, I did trial-and-error many times in my class.” (Informant 8)*

Other teachers watched online videos on the use of online applications and technology suited to teaching skill-based topics like games and teaching techniques in online PE.

*“I watched videos on YouTube on ways to teach various games online so my students would not feel I had attended the class unprepared.” (Informant 17)*

*“I studied on my own how to teach games or other skill-based topics using the online platform. Although I was not quite sure at that time if the things I had learned could provide me with good results.” (Informant 1)*

*“I allotted many days studying different online applications and technology to teach online PE and other related topics like games and sports. Sure enough, it helped me, but there were many mishaps when I applied some of the applications in the class.” (Informant 10)*

Some teachers asked their colleagues and friends for advice regarding teaching traditional Filipino games or skill-based topics using the online platform.

*“I am grateful to my colleagues and friends who gave me essential advice to pull off the online teaching of traditional Filipino games or skill-based topics.” (Informant 26)*

### **3.2 Technological Challenges**

The teachers declared that one of their main challenges involved technology, such as: the lack of a laptop or computer system unit for teaching; poor internet connectivity; unstable electricity supply, especially in remote areas; lack of comprehensive hands-on training in the use of digital or technological devices and software applications for teaching games; and lack of service support whenever technical errors occur during the process of teaching.

*“I have not received technical support or comprehensive hands-on training related to technology use or software applications in teaching skills or games. Moreover, there was no technological support given to us, like laptops. Although a cellular card with a daily internet load was provided, the internet load is not enough for our daily consumption.” (Informant 2)*

*“Our area has poor Internet connectivity and electricity supply, which is challenging since I am teaching online. I also lack training in using different educational applications online, so whenever I encounter several problems, I have difficulty fixing them.” (Informant 11)*

Notably, some teachers expressed that they had already asked their administrators to provide them with specific and hands-on technology training on teaching skills online, like games, dances, and sports, but to no avail, because of a lack of funds. Thus, often teachers received training that focused more on theoretical knowledge in the use of technology in education or generic technology training in online education.

*“Many teachers, including me, expressed our need to be provided with specific and hands-on training regarding technology and applications appropriate for teaching skills online. However, our request was declined due to budget constraints.” (Informant 10)*

Concerning the above problems, many teachers resorted to self-study to learn the various technological trends necessary to teach online games and other skills. Many also used their own funds to buy the necessary equipment. Others asked their friends for help with technical errors. Many teachers also reported "technostress," which resulted in poor teaching performance, disrupted social relationships, and an unhealthy lifestyle.

*"I have learned many things, including the different technologies necessary for online teaching. I have not received financial or technological support from my school, so I need to buy my needs using my money. There were also cases where I called my friends whenever I needed their help, especially around technology. With all these problems in technology, I feel I have severe technostress, which caused me not to teach effectively, deal with people more professionally, and engage healthy lifestyle more frequently."* (Informant 15)

Furthermore, teachers who were not provided with technical assistance and training, including those who felt less confident in using different technologies and online applications for teaching, have observed that their classes became more theoretical. This situation resulted in students' boredom and demotivation, leading to less class interaction and appreciation of various traditional games.

*"I usually teach my students the basic theoretical concepts of different games, including the games' nature, background, and rules. The disadvantage I have observed is that my students became bored and demotivated in the class. I had not seen them interacting that much with their peers, and compared to before, they became less appreciative of different traditional games."* (Informant 23)

### **3.3 Limited social interaction and space**

The PE teachers noted that interaction in their online classes is often between them and their students done in a linear and formalistic manner. This kind of communication seemed incomplete for them since the nature of interaction when teaching different games is diverse, personal, energetic, and enthusiastic, shared and enjoyed by the whole class.

*"Teaching traditional games is supposed to be fun, diverse, and energetic, with everybody enjoying communicating with each other, be it about techniques in playing or providing advice to the losing team."* (Informant 14)

Other teachers also shared the missing human connection among everyone in their classes, which was missing in the online setup, which seemed too structured and mechanistic.

*"We know that when we play games face-to-face, we feel how human-like our interactions are. We can see everyone's emotions through their gestures and other physical cues. We feel everyone in the way they talk, rather than in the online class, where the line of communication is linear and mechanistic; more on the teacher and student interaction with less emotion."* (Informant 21)

On the other hand, teachers expressed that the limited space was a problem, particularly the limited screen projection afforded by the Zoom Online Platform or Google Meet. In particular, the small screen tiles of various online platforms could not provide a clearer view of students' movements or skill demonstrations, even when adjusted to their maximum view. There were times when screen projections lacked clarity due to internet connection problems and other technical



issues. In this case, teachers found it challenging to provide accurate feedback, especially on execution and movement errors.

*“There was an obvious problem concerning space for online PE classes... The restrictions afforded by the small boxes of Zoom and Google Platforms hampered how I provided accurate feedback to my students, especially during skill development sessions.” (Informant 30)*

Other teachers highlighted the unsuitable working space at home, which hindered them from executing several movements or skills fully and freely.

*“I feel that teaching games at home is inappropriate because of the limited space. Like me, many teachers do not have a big open office in their homes where they can demonstrate the skills required for many traditional games. Many times, we cannot execute the skills fully and correctly.” (Informant 22)*

Concerning the problems mentioned above, many teachers said that involving their students' parents or other family members in the learning process had solved the problems of limited space and interaction to some extent. Teachers noted that the recorded videos of students playing with their families showed how students' social interaction and enthusiasm improved. Also, others expressed that parents assisted and guided their students to safely use vacant spaces in their community.

*“I asked the students to involve their parents or family when playing their learned games. This way, parents become learning buddies in enjoying, playing, and learning different games.” (Informant 7)*

*“The parents helped their children find vacant spaces in their communities to play.” (Informant 19)*

However, the teachers also pointed out that several students could not get their families involved because of schedule conflicts and lack of cooperation.

*“Students reported that their parents were not cooperating and sometimes could not play with them because they were doing other things.” (Informant 10)*

### **3.4 Diluted enthusiasm, learning, and appreciation for traditional games**

The teachers acknowledged that they accomplished their lessons more theoretically than in face-to-face sessions because of the challenges in the online teaching setup, like technical, pedagogical, communication, and space issues. For this reason, they observed that their students' enthusiasm, learning, and appreciation of the various traditional Filipino games decreased.

Some teachers stated that students were less eager to learn different games than during their face-to-face sessions. Many teachers said students seldom show excitement and interest when they present or discuss the topic of games.

*“My students were not eager when I told them that our topic was games. This reaction differs from the face-to-face class before; students usually show excitement and interest.” (Informant 4)*

Teachers stated that there is a disparity between what students have learned and what they were expected to learn, particularly the correct and proper execution of skills and other movement patterns to play various traditional games effectively.

*“Traditional Filipino games have a lot of movement patterns and skill combinations that require people to move in a range of different forms and directions. Many of these movements were challenging to accomplish in online education because of many factors.” (Informant 13)*

For diluted appreciation, teachers indicated that students have less appreciation for traditional games because they do not enjoy the games when done physically, actively, and collaboratively with their friends. They further stated that students' theoretical knowledge of the various games could only give them a partial picture of the Filipino games' beautiful and dynamic nature.

*“Laro ng Lahi offers fun, socially and physically engaging activities like the Sipa, Sungka, Piko, Luksong Baka, Langit-lupa, Patintero, Bato-lata, Luksong Tinik, Agawan Base, and Luksong Tinik. These games are highly culturally embedded, wherein their required motor skills embody the culture of various local places. Having only theoretical knowledge about these things without physically engaging them lessens their appreciation of the beauty of these games.” (Informant 18)*

Concerning the problems mentioned above, many teachers suggested that traditional Filipino games are more appropriate for the hybrid teaching approach. They specifically expressed that this approach would enable them to take the best of two learning approaches (online and face-to-face) because they could discuss theoretical matters online and apply them afterward in face-to-face classes. They also added that it accommodates students' learning needs, styles, and preferences while letting them enjoy the physical play of various games.

*“Hybrid learning is a promising way for students to learn topics theoretically and practically, with teachers providing feedback on the side. Applying this approach, teachers can diversify their teaching methods, catering to students' learning needs, styles, and preferences. When teachers blend their online classes with face-to-face teaching, especially for traditional games, students can better appreciate the games because they have the opportunity to play and physically engage with their classmates.” (Informant 20)*

Some teachers explained how they taught their lessons using the hybrid approach.

*“Using the hybrid way of teaching, I asked my students to watch a video in their house, particularly those videos I made about the nature and background of different traditional games. This way, I could maximize my time for skill-based training and playing various games during in-person classes because the theoretical discussions were already carried out in advance.” (Informant 15)*

*“The hybrid approach allows students to have a time to play with their peers physically. Having only the online class as a teaching method limits my students from physically playing different games or socializing with their peers more vividly.” (Informant 27)*

*“In my case, I have my online classes to discuss the principles and ways to play different traditional games, including the different materials they could use. Then, I asked them to apply what they had learned, including the instruction to play different games with their family members. They do this task during their asynchronous schedule.” (Informant 30)*

#### 4. Discussion

Online education has been vital for many academic subjects. However, its application to teaching traditional games has yet to get much attention. More research into how traditional games are done online, including how teachers experience this setup are needed. I examined the lived experience of PE teachers teaching traditional Filipino games online. One notable finding was the trial-and-error approach to teaching, despite the many training activities teachers have participated in since the onset of the COVID-19 pandemic. This finding demonstrates training gaps in teaching practical skills online, particularly the traditional Filipino games. Recent studies also reported similar findings. Moustakas and Robrade (2022) found that sports and PE teachers needed sufficient training on e-learning specific to their programs. They further reported that teachers wished to receive "more training on actual e-learning, rather than videoconferencing," to fully equip themselves with pedagogical approaches for online teaching of sports and PE. Kaluza (2021) also disclosed that elementary PE teachers received insufficient training, particularly in their specialization, leading to their lack of confidence and competence in implementing the PE curriculum digitally. In the Philippines, researchers also discussed PE teachers' lack of knowledge of the specific pedagogies and assessment strategies suited for the online teaching and assessment of various practical skills, suggesting that they have not received enough training (Belleza et al., 2021; Millan, 2022; Tegero, 2021).

With online education increasingly being integrated as part of schools' education, a pedagogically sound instructional design is needed to create an engaging environment (Chen, 2016). In this regard, significant investment in the training of teachers to transition effectively to online teaching is crucial (Alshwiah, 2021). For PE teachers, transitioning from in-person movement-oriented content to online presents a monumental challenge (Tanucan et al., 2021), especially knowing that PE has been deliberately taught face-to-face. Moreover, the expectation of developing learning opportunities that support students' attainment of curriculum standards and grade-level outcomes comparable to those implemented in face-to-face contexts is challenging for PE teachers (Harris & Metzler, 2019; Tanucan et al., 2022a). This situation could be worsened when necessary training is absent. The lack of professional knowledge likely results in unsuccessful teaching (Goad & Jones, 2017; Tanucan & Hernani, 2018). Hence, conducting training needs assessments and evaluations and providing more specific capacity-building training for PE teachers is crucial for their online teaching success.

On the other hand, another finding is the technological challenges PE teachers faced due to the need for more technical support and services, despite several requests they made to their administrators. This situation forced them to self-study, self-finance, and ask for peer assistance, especially in learning the foundations of technology for online teaching and resolving technical issues. Other teachers, however, experienced technostress, leading to poor work performance, disturbed relationships, and unhealthy behaviour. This finding demonstrates the effects on PE teachers when leaders lack priorities and initiatives to fully attend to their technological needs.

Technology has been one of the challenges with the sudden shift to online teaching, as only a few academic institutions have invested in online teaching, including the facilities that integrate technologies (Le et al., 2022). Moreover, similar to the findings of this study, teachers reported obtaining limited technical support from their institutions (Li & Wang, 2021; Shrestha et al., 2022). In this case, many teachers felt or experienced technostress or mental and physical stress due to the inability to deal with technological changes, issues, and use (Panisoara et al., 2020). With schools adapting to online education, teachers have been reported to experience technostress, leading to poor performance and work efficiency (Lizano & Barak, 2015), social relations, and overall well-being (Griffiths et al., 2018). The availability of computers, software, and other technical support is crucial, as it determines the success of online programs (Bell & MacDougall, 2013). In the case of PE teachers, there have been several studies that show how stressed out they were, especially in adapting technology or teaching online classes, due to their limited exposure to technology (Baek, 2016), resources on information and communication technologies (Villalba et al., 2017), lack of technological knowledge (Kim et al., 2021), and lack of training (González-Calvo et al., 2022). Practical PE performance has been a significant challenge in the online setup, especially in evaluating and providing feedback on students' movement competence (Jeong & So, 2020). Hence, PE teachers must be provided with the necessary technical support for teaching games and other skill-based topics when adapting online to positively impact students' experiences and motivation to engage in various physical activities in and outside schools.

Another notable finding of this study is the problem concerning the limited social interaction and space when teaching traditional Filipino games. This situation could be due to the teachers' lack of technological and pedagogical knowledge and institutional support for online teaching, as previously discussed. Quality interaction and proper space for online classes are critical elements in the success of online education, especially for skill-based topics like traditional games. Students may feel isolated in an online class, especially when there is a significant gap in their interaction with teachers or peers (Kwary & Fauzie, 2018). In the case of online teaching of traditional games in PE, the social component has often been deficient (Williams, 2013), which could result in students' limited physical fitness gains (Hager et al., 2012), too structured interaction, and reduced learning satisfaction. Hence, providing students with the opportunity to play or engage in games physically is crucial. It has been found in previous studies that the physical play of traditional games fosters the development of players' motor, physical, and emotional skills (Dehkordi, 2017). It also helps improve self-esteem, self-control, and cooperative attitude (Handayani et al., 2013), as well as interpersonal skills (Susanti et al., 2010).

Setting up a positive, socially engaging, and conducive learning space has been a problem in distance education, especially in most low-income homes (Baticulon et al., 2020). In the Philippines, some studies reported the preparedness of teachers and students for online or remote learning (Bana et al., 2022; Villegas et al., 2022). However, these studies might have overlooked how difficult and poorly

supported the online teaching of PE is, especially on topics related to traditional games. Hence, schools need to include solving the issues of limited interaction and space issues in online learning. China's Ministry of Education has given cloud-based online learning resources, platforms, and other tools to schools at all levels to help teachers and students utilize digital tools well (Zheng et al., 2021). In this cloud-based setup, teachers were trained to operate some software and online applications necessary for their teaching. They can also store files online, which their students can easily access. The Italian government gave almost the same support through Decree-Law no. 18 of 17 March 2020, no. 18 (Cura Italia), where students and teachers were provided technological and pedagogical support for e-learning (Ferri et al., 2020).

On the other hand, this study found that PE teachers perceived that their students had mitigated enthusiasm, learning, and appreciation for traditional games. Teachers' problems with online learning, like technical, pedagogical, communication, and space problems, led to this situation. The same findings have been reported in related studies. According to a study by Zheng et al. (2021), students in PE are less motivated and satisfied with online learning than with hybrid learning. This finding means that the curriculum design for hybrid learning is more varied and richer, making it better for skill-based lessons than online learning. Another study by Yu & Jee (2021) found that students from different Korean universities began to lose enthusiasm for their online PE classes because of the gaps in providing feedback, quality teacher preparation, and response to various system technical failures.

Nonetheless, the researcher surmised that students' mitigated enthusiasm, learning, and appreciation for traditional games could be due to the lack of non-verbal and contextual clues, human touch, and engagement inherent in online teaching (Nguyen & Dolan, 2022). Moreover, the absence of "doing" in games may have hampered students' enjoyment and learning since doing practical exercises helps students learn better (Lee et al., 2019; Park et al., 2017). Traditional Filipino games, like any other traditional game, are a form of cultural expression representing the values of the communities in which they are played (Lavega-Burgués & Navarro-Adelantado, 2019). They should be physically enjoyed together to promote core social values such as learning to live together, social inclusion, and socio-emotional well-being—values that reflect the Filipino's unique characteristics (Tanucan & Bojos, 2021). Hence, teachers must be able to employ teaching strategies that provide students the opportunity to play physically together. Physical play in class, rather than pure lectures, could enhance the experience and appreciation of traditional games and their cultural value. Therefore, the suggestion of the PE teachers to teach traditional games using hybrid approaches rather than pure online merits a plausible solution.

The use of a hybrid approach to teaching PE has been known to increase students' academic performance (Hsia et al., 2016), satisfaction (Berga et al., 2021), higher-order thinking skills (Heo et al., 2017), and physical skill development (Hinojo-Lucena et al., 2018; Østerlie et al., 2020). It also positively impacted students' performance in the fitness element (Wang et al., 2022), and satisfaction and

interest in learning (Zhang et al., 2021). Further, it also found to enhance students' motor skills (Chiang et al., 2019; Lin et al., 2019) in the field of basketball (Chiang et al., 2019) and dance (Lin et al., 2019). This study substantiates the previous findings, particularly in the context of traditional games, albeit requiring further examination.

## 5. Conclusion and Recommendation

This study provides an overview of the elementary PE teachers' experience teaching traditional Filipino games online two years after the declaration of the COVID-19 pandemic. The study reveals that teaching traditional Filipino games online has pedagogical and technological issues that hamper the quality of teaching. One reason is the training gap for online teaching, wherein training activities are generic and theory-saturated. Also, training activities often do not cover specific ways to teach games online, forcing the teachers to use the trial-and-error method. Another reason is the need for more funds from schools to conduct specialized training for PE teachers and to provide the necessary technology and digital tools to teach online. This situation resulted in problems involving limited interaction and space in teaching, technostress, and students' diluted enthusiasm, learning, and appreciation for traditional games.

Nevertheless, PE teachers' determination and initiative kept them from teaching online despite the problems. They self-studied, self-financed, and harnessed their networks to help them with their needs, albeit insufficient to conduct more successful online teaching thoroughly. Hence, more initiatives that help them acquire up-to-date and relevant knowledge, skills, and tools for teaching skill-based topics are necessary for their success in online education. Furthermore, utilizing the hybrid approach rather than the pure online teaching of traditional games could be a plausible solution to some critical problems in online teaching, like the need for physical engagement or play. Future studies may examine the merits of the hybrid approach in teaching traditional Filipino games.

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