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RESEARCH ARTICLE

Beyond the Mats: How Combative Sports Instructors Thrive in Online Arena

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ABSTRACT

This study investigates the coping mechanisms (CM) utilized by Physical Education (PE) instructors who were teaching combative sports (CS) at the tertiary level in online education (OE) settings and how these physical education instructors adapt to the challenges of remote instruction. Employing a phenomenological approach and gathering the data using a semi-structured interview, the research explores the lived experiences of seven Physical Education-Combative Sports (PE-CS) instructors from a missionary school in Baguio City, Philippines, who teach combative sports, specifically arnis, taekwondo, and karate-do. The study identifies three primary coping mechanisms: strength in collaboration, body-mind-heart synergy, and agile pedagogical approaches. The study shows that strength in collaboration suggests that PE teachers lean on other professionals for sources, experiences, and camaraderie to improve their strength and the quality of teaching they deliver. Body-mind-heart synergy shows that incorporating the right activities, mindfulness techniques, positive thinking, and adequate affective support is necessary to cope with stress, change, and adversity and establish a helpful learning environment. Agile pedagogical approaches demonstrate the willingness to adjust and creativity to design curriculum demands of the 21st century in an online environment. These findings support the complexity of PE-CS instructors' approaches to cope with the online physical education requirements and help expand the knowledge about educators' sustainability in the online setting. Also, further investigation is needed if the coping mechanism employed by the participants is actually transcended and genuinely experienced by students and stakeholders.

INTRODUCTION

The education system has experienced a significant transition in the current period, characterized by rapid technical breakthroughs and unexpected global events. During this time, online education (OE) was considered as one mode of teaching and learning as a form of flexible and alternative solutions to traditional classroom settings; thus, this remote instruction has become the primary mode of educational delivery, offering both unique challenges and opportunities across various academic institutions and reshaping the global educational landscape.

This paradigm shift brought some challenges to physical education (PE) teachers whose conventional pedagogies focus more on psychomotor practices due to the unique nature of the course. Despite the longstanding existence of OE, its wide adaptation and implementation experienced a significant surge in popularity during the global pandemic in the Philippines. Thrusting PE teachers to navigate and adapt to this uncharted water as a new educational frontier. This novel online physical education (OPE) method transcends geographical limitations, enabling educators and learners to participate in PE courses remotely while attaining specified educational objectives. The confluence of technology

and PE highlights a commitment to adaptability and responsiveness to the diverse needs of students in today's dynamic society (Wang et al., 2022).

Online Physical Education (OPE)

Navigating OPE is essential as it aids in shaping and contributing to the PE, including practices, principles, approaches, and technologies that enable seamless integration and its actual implementation in the digital landscape as it serves as the foundation for presenting this scholarly study as a comprehensive analysis of the evolution of OPE, taking into account its challenges and potential future developments in the academe. This exploration forms the basis for continued discourse by creating a collaborative environment to continually refine and enrich by meeting the changing needs of the learners of the 21st century (Córdova-Morán et al., 2021).

The abrupt shift from a traditional onsite classroom environment to OE has presented formidable drawbacks and challenges. Thus, many PE teachers were thrust into a virtual teaching environment where they needed more pedagogical experiences- both theoretical and practical; this sudden transition in the educational landscape demanded PE teachers to be acquitted and required immediate adaptation. Consequently, PE teachers embarked on a journey of experimentation and trial and error, which involved the haphazard use of using of different approaches (Do, 2020), exploring various methodologies with diligence and ingenuity (Centeio et al., 2021). Unpreparedness and not knowing what strategies to use in a short preparation period will definitely confuse any teachers, which can also potentially compromise the needed competency of the course and to deliver high-quality PE instruction to their students. PE teachers indicated they felt unprepared and desired assistance learning best practices for delivering remote instruction (SHAPE America, 2020). In addition to unpreparedness, lack of training or assistance, and lack of knowledge about the techniques and possibilities that OPE promotes, education professionals create resistance to this mode of learning (see Silva et al., 2019).

The experiences and adaptation of PE instructors provide valuable insights that emerged in response to the unique challenges posed by remote teaching in PE. This played a crucial role in accelerating education as it forced teachers to reevaluate their teaching methods and swiftly adapt to the virtual realm, and school administration needed to do something to adopt this kind of educational mode.

Replicating the traditional teaching method to the online environment often falls short, such as in-person direct instructions, giving immediate feedback, and others, which are just examples of exceptional challenges (Brown, 2021) as PE teachers navigate this uncharted water of an online environment. This urgency and significance of understanding PE teachers' coping mechanisms (CM) are critically profound, as they were essentially learning to teach anew in an OPE context.

The evolution of PE from the traditional classroom setting to an OE can be analyzed through the lens of transformative learning theory by Mezirow (1998); this offers a compelling framework for examining the CM of PE Instructors. This theory posits that learning happens when individual encounters a scenario that contradicts their preexisting practices, prompting critical transformations and reflections, as PE teachers need to adjust to the new mode of instruction and get beyond and overcome the inherent challenges, leading them to create applicable CMs.

Combative Sports (CS)

One of the subjects taught in OPE is combative sports (CS); these have distinctive characteristics that differentiate them from other PE disciplines. CS serves as a valuable fitness activity (Vit & Reguli, 2015) and a platform for intellectual and mental development, fostering personal growth (Cynarski, 2016) and regiments of self-defense. However, CS poses a challenge for instructors within OPE courses due to their psychomotor skills and interactive structural nature. Teaching CS in traditional face-to-face settings already presents some difficulties, such as related to religious, beliefs, health considerations (Kusnierz et al., 2017), inadequate infrastructure and materials, skill development, association with aggression, and teachers' skills in teaching CS (Galatti et al., 2015; Rufino & Darido, 2015; Pereira et al., 2022). Transitioning these challenges to an online platform amplifies the

complexity further, compounded by factors such as limited face-to-face interaction, inadequate time for exploring online technology, and constraints in developing online courses (Wasserman & Migdal, 2019), and real-time feedback, which are traditionally challenging to replicate in an online arena. With this, exploring CMs in how PE-CS instructors thrive in facing different challenges and how they go beyond conventional methods are significant aspects of OPE. Also, consider how they adopt innovative strategies and create solutions to maintain appropriate and quality pedagogical instructions to this mode of instruction.

A considerable number of studies have explored various aspects of PE teachers' engagement with CS, including their experiences and preferences in sports, which often revolve around team sports; the availability of infrastructure and equipment for CS instruction (Robles, 2015); and the perception of CS based on gender roles, along with practices reinforcing such notions (Camerino et al., 2011). However, these inquiries frequently overlook considerations of teaching pedagogy and OPE context. Despite the increasing prevalence of OE, a noticeable gap persists in the literature regarding the instruction of CS in online settings. While recent research by Cope (2022) delves into online training programs for CS within the context of student-athlete performance, it does not explicitly focus on PE teachers and teaching pedagogy. While the studies of Daw-as and Pelila (2024), Galaura and Rondero (2024) made a valuable contribution to the literature by examining CMs among PE instructors in OE, their study focuses on general PE instructors, which limits the generalizability of their findings in other specialized disciplines of PE, such as CS. The unique pedagogical demands and challenges associated with specialized PE areas, such as CS and other disciplines in PE, necessitate distinct approaches to online instruction. Consequently, a direct comparison between coping approaches employed by PE instructors in general PE and specialized PE courses may not be entirely appropriate. Further research is warranted to explore the specific CMs utilized by PE instructors in various specializations within the online learning environment arena.

This paucity of research on CS underscores the focus of this paper on exploring the CM employed by PE-CS instructors within the context of OPE settings. While the prevalence and demand of OE are growing, the philosophy of resilience implied in this study is relevant to understanding the strategies these PE-CS instructors presumably utilize to cope with the difficulties of teaching CS in an online context. It should, however, be recognized that the particular CM of PE instructors in such specialized disciplines as CS has not been sufficiently researched. The view advanced by Luthar et al. (2000) provides a basis that permeates the understanding of the philosophy of resilience. The PE instructors must have the ability to adapt, innovate, and remain persistent even amidst the constraints posed by CS classes that are technologically driven in OE. However, in the process of doing so, the coping strategies that these instructors use to deal with online teaching and their professional development strategies greatly influence the students' overall exposure to PE, in this case in a virtual context, and the recipients of this education in the process becomes a point of focus. Therefore, this paper addresses the gaps left by previous scholars on this subject by fracturing the existing narrative around PE-CS instructors and their role in which space is allowed for growth, considering the technology-driven worldview we operate in. Through this lens, the study aims to articulate the contribution they will make to better understanding the intersectional gaps prevalent in previous research on OPE. Thus, through this study, the policies surrounding the change and advancement made in educational frameworks in the form of technology or systems to be implemented will be made available, specifically policies focused on OPE pedagogy. In addition, the research paves the way for more research in other specialized fields of PE and more long-term studies on the effects of OE on teachers' practices and student outcomes.

METHODOLOGY

Research Design

This study is grounded in phenomenological design that focuses on understanding the CM of PE-CS instructors as their experiences in navigating OE and how they describe these experiences. This approach was strategically selected because of its utility in capturing the core experiences of the participants in the context of emotional responses and personal insights (Creswell, 2014), which are

quite pronounced and significant in understating the participants' experiences in the OE environment. More precisely, this sought to understand and interpret the participants' experience meanings of the described events in their lives in which they were involved (Christensen et al., 2017). Such an approach made it possible to find relationships between experiences. By uncovering such patterns, the study aimed to explore the CMs utilized by PE-CS instructors as they navigated the inimitable challenges inherent in teaching CS courses within the OPE environment.

Participants and Setting

The study involved seven PE instructors teaching combative sports (CS) in higher education at a missionary school in Baguio City, Philippines. The PE-CS course focuses on three different CSs: Arnis, taekwondo, and karate. Participants were selected via purposive sampling based on the following criteria: (1) the PE instructors must be experts (must have a belt) in any of the three areas of CS in the university (arnis, taekwondo, or karate), either in combat/sparring (labanan, kyorugi, kumite) or non-combat/form (poomsae, anyo, kata); (2) they must have been an athlete, active practitioner, certified coach/judge, or an active practicing member of any martial arts club or group; and (3) they must have been teaching OPE or in a hyflex, whether part-time or full-time, for the part-time teachers, must have at least fifteen units teaching loads in the university. These criteria were intended to ensure that the participants had sufficient expertise and knowledge to provide valuable insights into the study's focus. In the study, the researcher focused exclusively on the online experiences of PE-CS instructors.

Procedure

The selected participants were then invited to participate in the study and were sent copies of the informed consent form (ICF) via email. The researcher afforded the participants enough time to read and understand the expectations stated in the consent form before deciding to participate in the interview and deciding on the kind of interview that they would prefer (face-to-face or online).

During the interview, the researcher did not rule out psychological factors that might have emerged and allowed participants to express themselves openly or decline to answer any questions. Also, if these participants thought such questions were difficult or preferred to give brief answers to the researcher's questions, then the researcher provided guiding follow-up questions so that they could elaborate on their answers.

Although there were only seven participants, the needed data were still obtained until data saturation was reached. Data saturation is achieved when the depth of the data has been sufficiently explored, and no new information emerges (Rubin & Rubin, 2012). Also, this does not bank on the quantity of data collected but on the richness and depth of the information obtained (Burmeister & Aitken, 2012). The interviews varied, typically lasting between 40 minutes and over an hour. Moreover, the welfare of the participants was ensured by the confidentiality of their names and identities, where all information about their names was translated into code.

Materials and Instrumentation

The study was conducted using a semi-structured interview to explore the different CMs experienced by CS instructors in facilitating OPE. Since the participants are PE instructors with rich experience in combative sports, they could help the researcher understand and explore the lived experiences or phenomena. The interview was conducted either face-to-face or online, using an audio/video recorder and field notes to document the interviews, depending on the participants' preferences. For the online interview, the researcher used the recording feature of Google Classroom.

The interview used a priori in coming up with pre-determined codes that serve as a guide during the interview (Stuckey, 2015). A priori code is a precise way in which researchers name their codes intimately related to their research questions and the procedures they are adopting to codes; a priori codes set beforehand can be categorized and made consistent within categories (Elliott, 2018). For instance, in this study, the different codes drawn from the a priori codes subsumed the concepts in the paper, and these codes were derived from them.

The research used AI tools, ChatGPT and Grammarly, to edit or check the grammar and flow of the sentence only; however, rest assured that all of the information was not falsified and did not violate ethical standards; the researcher wrote all of the information, and was not AI-generated.

Data Analysis

The researcher adopted the six-phase framework analysis by Braun and Clarke (2006) in analyzing the data. Thus, the research followed a rigorous method that helped to produce a coherent and comprehensive analysis of the study, which increased the credibility and dependability of the research. This framework was flexible and not affiliated with any particular theory or epistemology, making it one of the most valuable approaches for identifying a usable and accurate approach to data analysis. (Maguire & Delahunt, 2017). This holistic method detailed how CS instructors succeeded online and provided useful findings regarding their CM practices.

In analyzing the data, the researcher transcribed the audio and video-recorded interviews. Next, to ensure the data's truthfulness, reliability, and validity, the transcribed interviews underwent a member-checking procedure or correspondence technique, and each participant was approached to verify the consistency and accuracy of the transcribed data. (Graneheim & Lundman, 2004), In addition, to increase the consistency and accuracy of the coded data and reduce the researcher's biased interpretation, the researcher sought an expert who boasts extensive experience writing qualitative research mentoring and advising. Furthermore, a phenomenological "bracketing" or epoche process was adopted to set aside any preconceived knowledge and beliefs that may be adopted to explain the phenomenon studied. These collectively make the findings more robust because verification with participants, bracketing, external review, and a robust analytical framework enhance overall trustworthiness, ensuring the analysis is rigorous and reliable.

FINDINGS

The CMs employed by PE-CS instructors in OE were significantly influenced by three central themes: strength in collaboration, body-mind-heart synergy, and agile pedagogical approaches. Initially, strength in collaboration emphasizes the importance of a support system, as the PE-CS instructors share resources and establish strong partnerships to aid them in alleviating feelings of isolation while achieving a common goal. These successful CMs resulted from teamwork, which is an excellent experience that could not be accomplished by acting alone.

Next, the body-mind-heart synergy shows that PE-CS instructors prioritized their overall well-being by engaging in self-care and promoting healthy practices while actively recognizing that well-being is crucial for effective teaching. These themes were divided into three sub-themes profoundly interconnected and mutually reinforcing as CMs: first, physical boost, which demonstrates the participants not only foster resilience but also channel their stress in the form of exercise, enabling them to handle difficult situations in OE; second is mental resilience, which allows PE-CS instructors to adapt their practices managing their mental health proactively, which, in turn, supports affective stability and fosters a sense of accomplishment; third is emotional resilience show in how the participants maintain a positive outlook despite the challenges of OE. This central theme aids in empowering PE-CS instructors while forming an inclusive and holistic strategy as they effectively explore the intricacies of OE.

Finally, agile pedagogical approaches were categorized into agile teaching adaptation and agile curriculum design. Agile teaching adaptations demonstrate the willingness of the participants to accept and adjust to this mode of learning, showing their resilience and dedication to achieve quality instruction, while agile curriculum design showed the creativity and innovation by the PE-CS instructors to design and develop learning materials and contextualize their teaching pedagogy to accommodate all students despite the limitation of online learning. This main theme enhances the delivery of CS courses, which foster creativity and align with the demands of the 21st century in the digital arena.

DISCUSSION

Strength in Collaboration

In the complex intricate of OPE, the participants have astutely recognized the potential in team strength, so they reach out for support among colleagues- a kind of collaborative lifeline. This collaborative ethos runs deeper than perfunctory pleasantries; it is demonstrated through proactive behaviors in an attempt to work around the issues inherent in OPE. The collaboration reflects strong working connections in that each participant recognizes the effort of every faculty member, which refers to participants pooling resources and sharing knowledge and experiences towards contributing to the success of OPE. Participants forge a solidarity network through shared insights, shared problem-solving, and mutual encouragement. This network is a dynamic hub for PE-CS instructors to exchange effective teaching strategies, a rich reservoir of collective wisdom that serves to greatly enhance the quality of this online platform. The collaborative synergy of support spirit from colleagues inside this community cannot be encapsulated in a mere CM; it reveals a strategic and scholarly approach to professional development in the virtual arena. The instructors are in it together in this collective collaboration, which amplifies the resilience of the PE-CS instructors and lays a strong, adaptive foundation for the PE curriculum to meet the students' evolving needs online. These assertions are supported by findings from studies conducted by Belleza et al. (2022) and Goad et al. (2019).

This theme underlined the importance of inquiry-based collaborative professional development for improving instructional quality and teacher resilience in OE settings and underscored that teachers who engage in simple patterns of systemic professional collaboration. When colleagues are more comfortable with one another, task accomplishment will likely happen. Colleagues would have more power to share their ideas and suggestions, including their reservations and academic disagreements. There would be a pleasant polarity of ideas that would have a role in purifying the work environment while keeping it more effective. Good working relationships between coworkers create an environment conducive to everyone's focus and encourage teachers to dedicate time to their assignments. The implications embedded in these findings are enormous; through having PE-CS instructors build a cooperative network, educational institutions can significantly drive the competence of OPE. These practices could also be a springboard board for partnership or even international collaboration among academic institutions. Collaboration helps teachers to be encouraged to navigate through these difficulties. It involves colleagues learning to work together towards their shared goal of making OE easier and continuing as a way of improving their professionalism without sacrificing the outcome for consumers. A collaborative framework among PE-CS instructors can serve as an example to other fields, showing how collective intelligence eases dealing with the complexities presented by OE.

Body-Mind-Heart Synergy

PE teachers employed Body-Mind-Heart Synergy as a CM to meet the demands of online teaching. This theme is divided into three subthemes- integrate physical boost, emotional endurance, and mental resilience, working synergistically to enhance resilience and well-being. First, physical boosts are driven by personal motivation, an impactful strategy to recharge, reset, and transform a sense of focus while promoting a healthier and more effective approach. Second, mental resilience is drawn on their creativity, leveraging adaptability, creativity, and problem-solving skills to design engaging, inclusive virtual activities. Finally, emotional endurance; this self-care and emotional support network shown by the participants celebrates small victories to alleviate feelings of isolation, fostering human connections and empathy and human and creating an inclusive virtual environment.

Physical Boost. Teaching OPE comes with unique challenges; the sudden shift from in-person to a virtual arena often limits physical activity, increases screen time, and adds new challenges for PE teachers to incorporate technology and engage students remotely. Since these teachers are new to this mode of delivery, thus in this context, PE teachers showed a thoughtful and academic approach to holistic well-being by purposefully incorporating physical activity or the different regiments of

martial arts as their CMs and not just a mere part of the subject, in addition to simply adjusting to the limitations of OPE; they use this as their outlet and get rejuvenated, making as an essential tool for long-term health and productivity. Making physical activity an important CM due to its profound impact allows them to manage daily challenges more effectively while teaching virtually.

Physical activity is one of the foundations of health; regular exercise or physical activity helps reduce stress by releasing endorphins- the brain's natural mood enhancers- while also decreasing cortisol levels associated with stress (Chen, C., & Nakagawa, 2023); this hormonal stability possesses a sense of well-being that enables the participants to navigate the different demands of remote teaching. The PE-CS instructors are tasked to walk the talk or are responsible for exemplifying by leading by example. Actively participating in other physical activities aligns with their profession or the nature of the course they teach and demonstrates the value of an active lifestyle to their students.

Being physically inactive may increase the chances of psychological distress; thus, engaging in physical activity is an important and modifiable determinant of positive mental health that increases the odds of psychological distress (Kleppang et al., 2021). This scholarly approach is further supported by research indicating that PE can lead to positive behavioral changes through physical development. Its purpose in schools is to establish human character by internalizing values through comprehensive physical activities (Back, 2015). Incorporating physical activity purposefully as part of the routine in teaching OPE serves as a peculiar wellness strategy and deliberate modeling of the vitality of an active lifestyle as shared by the participants. This approach demonstrated a reflective scholarly pursuit to foster a holistic understanding of health and wellness in the virtual realm (Zhang, 2022; Goad et al., 2019).

This theme exemplifies that having a sense of structure and balance in daily routine activities helps the participants; allocating time for exercise fosters a clear distinction between personal and professional life, which is often blurred in remote environments. This kind of practice done by the participants not only supports their own health but also nurtures a sense of success and control, which are essential to the well-being of individuals.

Incorporating physical activity as a CM is relevant, especially for PE-CS teachers teaching in the OPE setting. As they prioritize their obligation as a teacher, they do not forget their health through regular exercise and being a role model, demonstrating the importance of an active lifestyle even if they have struggles. This opportunity, as part of their CM- improving their well-being and inspiring others- highlights the importance of this theme as an essential strategy and a form of CM with the demands of OPE.

Mindful resilience. Another strategy that PE-CS instructors employ is mindful resilience as their coping arsenal. This sub-theme reflects their proactive approach and elevates the discourse on mental health and by believing and practicing that challenges are opportunities for growth rather than insurmountable obstacles. By this, the participants imbibed this perspective to navigate the complexities of OPE more efficiently; they embraced change not as a disruption but as a chance to reimagine education in meaningful ways. Also, the practice of positive thinking and mindfulness awareness mirrors a scholarly acknowledgment of the symbiotic relationship between teacher's mental state and their pedagogical impact. By incorporating these practices into their strategies, PE-CS instructors fortified their own mental well-being and cultivated an environment of positivity within the virtual classroom (Karademir & Gençay, 2020).

The studies of Schussler et al. (2018) reveal that the ability of teachers to manage stress successfully depends on the amount of stress they experience and more on their perspective and coping approaches; those who cultivate resilience through mindful awareness and a strong sense of competence tend to fare better than the others. These enable PE-CS instructors to respond more compassionately and to understand their students and where they are coming from. Also, these mindfulness resilience techniques expand awareness, focus attention, visualize, and promote kindness, which is naturally integrated into a teacher's responsibilities to their students, as shared by the participants.

Existing literature has revealed the impact of mindsets on students' resilience in the face of academic and social challenges; this is similar to research on teacher resilience following mindfulness-based interventions, highlights that developing resilience is more about conceptualizing and responding to stress than the amount of stress experienced (Schussler et al., 2018). Through mindful resilience, the role of PE-CS teachers is vital to enhance the narrative of effective teaching in the online environment by prioritizing the well-being of teachers while acknowledging the importance of the mindset on the overall teaching and learning experience.

The implications of this have a substantial effect on the broader educational system; by giving importance to mental resilience, PE instructors improve their own well-being while fostering a more supportive and adaptable learning environment and urging both instructors and students to embrace a positive perspective and resilience. This CM may increase teacher satisfaction, educational outcomes, and favorable online learning experience while highlighting the significant positive mental health outcomes in the virtual arena.

The mental resilience shown by the PE-CS teachers as a form of CM in the online arena is vital in circumnavigating the different challenges, helping them to manage stress and solve problems creatively and adequately, allowing them to stay focused and empowering them to circumnavigate the various challenges of online education clearly and adaptability. Also, having a potent mental foundation aids in fostering resilience, helping PE instructors to adapt to the technological demands of online learning and actively engaging students. Prioritizing their mental well-being and balancing the uncertainties of remote teaching aids teachers in improving their thinking critically, sustaining professional performance, and finally stabilizing an optimistic and impactful academic performance.

Emotional Endurance. Another CM employed by PE-CS instructors is emotional endurance, as they acknowledge this strategy as a scholarly recognition of the complex challenges of OPE where the demands of the participants are a manifestation of their pliability were prolonged beyond the academic sphere or the mats of the arena. This theme focuses on the determination of PE teachers to remove or reduce their negative emotions associated with the different challenges associated with remote teaching, as it provides a sense of strength and stability. The participants' strategic CM entails a conscious seeking of emotional cues, showing a clear understanding and appreciation of the importance of affective states in the academe and workplace.

For this reason, the PE-CS instructors in question consciously and openly participate in dialogues about their development concerning emotional health regarding instruction quality; these discussions or small talks do not only extend beyond mere venting or voicing their frustration. This serves as an opportunity and channel for the participants to seek support and guidance from colleagues and professionals; this unhurried emotional support enhances individual well-being and fosters a resilient approach (Salimzadeh et al., 2021). This is the reason that makes the understanding of this theme valuable in the realm of OPE, as it indicates that the processes of teaching and learning are not only happening in the cognitive domains of the teachers but also to proactively address and give importance the emotional aspect of teachers that play a crucial part (Sipeki et al., 2022). In this way, the participants ensure a stable psychological state, as well as strengthen their ability to solve arising issues effectively. While this is a decidedly emotionally intelligent way of approaching coping, it takes a process of pedagogy surrounding OPE to a higher level by focusing on the emotional health of educators.

The implications of this theme within the more extensive study are far-reaching; recognizing that successful teaching focuses on not only cognitive but also emotional and physical points to the fact that PE-CS teachers face complex tasks of teaching the different martial arts in the virtual environment. The PE-CS instructors pursue emotional support through small talk or constructive criticisms and feedbacks with colleagues, family, and peers, as this warrants resilience and helps cultivate a strong support system and a synergy of collaborative community. This aligns with the idea of emotional buoyancy, which is about optimizing your ability to cope and connect by building emotional competencies (Thomas & Allen, 2020). Also, this type of CM is held by keenly listening to others and giving words of encouragement, wisdom, and validation without fear of being judged. This

coping allows the PE teachers to freely express their emotions and worries and gain a sense of relief to create a safe space where they feel that they are being supported and understood. In adopting the use of emotional guidance as a CM, these PE-CS instructors show powerful reasons for how their emotional health impacts and informs the practice of instruction. This research finding aids to support the growing literature of research that contends for the need to embrace the emotional aspect of teaching, especially in exploring the uncertainties and challenges that characterize the education profession.

To encapsulate the emotional endurance of this theme in the context of this study presents valuable perspectives on the nuanced experiences of CS instructors. These PE-CS instructors are aware of the significance of having strong emotional support as a proactive aspect to handle stresses or problems positively and adopting this coping strategy to adjust to changes that impact well-being or overall psychological functioning—embodying a holistic approach in navigating the complexities of teaching against the backdrop of the modern educational landscape. This helps build trust, respect, and understanding among the PE-CS instructors to strengthen their connections despite who gives and needs or seeks support, as it serves as an empowering stage for taking care of themselves while navigating the challenges that OPE presents. What the theme attains on this level, however, are nuanced depictions of CS instructors operating in conditions of OPE, which merits more than a tokenistic recognition of their emotional needs in the broader cadre of educators. In turn, this helps support their overall health and, in turn, their students' success.

Agile Pedagogical Approaches

Another CM demonstrated by PE-CS instructors in OE is agile pedagogical approaches; this was created highlighting the experiences and strategies used during this unprecedented shift based on the ability of the teachers to be resilience and adaptable to their teaching strategies tailored for a CS program virtually that enables PE-CS instructors to address challenges and seize opportunities effectively. For PE educators, this involves reshaping traditional physical activities to align with online formats while ensuring students remain engaged and physically active in response to the evolving needs of students and OE. This theme was divided into agile teaching adaptation and agile curriculum design. Collectively represent the resourcefulness and resilience of participants as they explore the complexities of OPE, particularly martial arts, in a digital environment.

Agile teaching adaptation. This reflects their resourcefulness, creativity, willingness to embrace change, positive outlook, and solid commitment to overcoming obstacles and delivering quality instruction as they navigate this unchartered water of virtual environment for innovative and adaptive pedagogical practices.

PE teachers have long integrated ICT in their methods, practices, and teaching styles. Unfortunately, PE teachers' lack of ICT skills has been identified as a barrier in their teaching practice. Thus, PE instructors were initially off the fence about this teaching mode. At first, they had doubts or hesitations about delivering the lesson since CS is a skill-based program, and they are hesitant and skeptical about using ICT because they lack the knowledge and skills to use technology in the classroom efficiently, and most they do not have the experience to teach PE online. The shift from traditional face-to-face learning to OE brings to the surface new pedagogical knowledge and skills crucial for teachers to acquire to ensure proper and quality delivery of instruction. However, this would not be effective or put into practice if the PE-CS instructors were not open to this new teaching delivery, and the commitment and dedication of PE-CS instructors to adapt gradually transformed their uncertainties for professional growth. They faced the reality that they needed to help their selves and embrace this new mode of instruction; they tapped into their resourcefulness and creativity, navigating new strategies and integrating ICT effectively by accepting and learning ICT tools using different platforms and continuous practices to meet the needs of their students and sustain the integrity of PE. The participants used this opportunity to provide them with collaborative learning and rich online discussions, as it offers a flexible mode of instruction that enables them to adapt according to their own teaching and learning style at their most convenient time. Moreover, these provide professional development opportunities to offer learning and working growth without quitting their jobs.

agile curriculum design. One of the significant adaptations demonstrated by the participants, as shared by them, is their ability to redesign the curriculum. Agile curriculum exhibits the resilience of PE instructors in OE and their creativity to adapt their curriculum or contextualize their lessons and activities in innovative ways to enhance student learning but also prepare them for a future where education is more intertwined with technology, which may lead to more outstanding student commitment and success. The participants' dedication and commitment helped them develop an impactful curriculum that is needed in online education despite the limitations of this remote learning without compromising the competencies of the CS courses. The participants went beyond by thinking outside the mats as they used different online platforms and applications, rethinking and unpacking students' engagement, and creating and contextualizing lessons and alternative activities appropriate for the OE.

PE-CS instructors, for instance, had to innovate extensively in how to teach physical activities and skills through a screen and how they assess performance remotely. These were just some pressing questions that the participants tackled through agile approaches. This CM demonstrated by the participants shows their determination for continuous improvement and development, their flexibility, and responsiveness to ensure that students are actively involved and practice the different PE and fitness activities despite the limitations of remote learning.

PE teachers have shared how they have reimagined their pedagogical methods to suit the constraints of online learning to teach CS. Physical demonstrations become challenging in a virtual setting, prompting teachers to emphasize mental discipline theory and visualization techniques instead. The PE-CS instructors guide their students through visualization exercises or let them mentally rehearse the specific movements or forms of martial arts followed by asking questions, such as the various movements for a certain anyo or poomsae, maintaining and fostering a deeper connection between the mind and body.

Also, space greatly influences PE courses; one of the primary disadvantages of conducting PE classes online is the lack of space to perform practical skills and minimal knowledge transfer. Thus, PE teachers were creative and innovative in lessons that balance theoretical concepts with practical instruction to resolve this challenge. As the participants contextualize their lesson to home-based activities tailored to restricted exercise space, these exercises are paired with visual arts, such as PowerPoint presentations or video demonstrations, to allow the students to safely participate in different martial arts or combative sports drills at home.

The significant implication of an agile curriculum goes beyond academe. Demonstrating PE teachers' adeptness to this sudden shift of learning and their responsiveness and flexibility in curriculum design. This approach ensures that even subjects that involve a great deal of psychomotor domain activity, like combative, can thrive in the virtual arena. It can serve as a benchmark for other fields focusing more on skill-based learning, demonstrating creativity and adaptability vital to preserving educational quality and engagement in the OE setting.

Overall, the participants are considered novices in this kind of remote learning since most of them lacked experience or training in online teaching before this sudden shift of learning. As the OPE continues to be implemented, more or more challenges may arise; the participants show their dedication and determination to overcome different challenges through innovative CMs and address them constructively. Their coping strategies enhance their ability to adapt to changes and sustain professional performance while creating an inclusive learning environment. Thus, these CMs benefit PE instructors by promoting long-term well-being and supporting a resilient learning community. Also, the different challenges helped bring out the best in teachers when confronted with a great challenge, such as a radical change in the teaching mode. From these challenges, PE-CS instructors realized their weaknesses by applying appropriate CMs that they could turn into successes.

CONCLUSION AND RECOMMENDATIONS

The complex and multifaceted journey of OPE manifested as both an opportunity and a challenge as the education system evolves; the CMs of PE instructors are necessary. These strategies are crucial for

overcoming the challenges of OPE, illustrating how the instructors employ strength in collaboration, body-mind-heart synergy, and agile pedagogical approaches to thrive in the OPE setting. These CMs are crucial as they help enhance personal well-being and improve instructional effectiveness, fostering a supportive and positive virtual classroom. These positive behaviors of PE-CS instructors displayed amid the challenges of online teaching, such as knowing that they have to do something so that students will not be shortchanged in their education, these CM are the fruition of the participant's priceless commitment and effort in ensuring the quality of their CS classes despite the limitations and unique nature of the course. It can be concluded that challenges helped bring out the best in teachers when confronted with problems. The implications of this to school institutions are empirical; through different CM strategies, schools can empower teachers and scholars to build resilience and enhance their capacity to explore the demands of OPE while engaging in a more effective and practical learning environment, leading to improved educational outcomes and a more resilient teaching workforce environment.

It is recommended to have a further study on the CM; if these CMs are transcended or experienced by the students who are enrolled in CS and by stakeholders, this will help in better understanding how PE-CS instructors were able to manage online courses and creatively developed more teaching strategies, addressing the needs and improve the outcome of the students and foster supportive learning for stakeholders. Also, doing another study about CMs can help uncover patterns related to stress management, work-life balance, and professional satisfaction. This can help school institutions and guide policymakers to develop appropriate policies and strategies that reduce teacher burnout, inclusive teaching practices, proactive and reactive solutions, and enhance collaboration with stakeholders. This comprehensive strategy for OE will assist PE-CS instructors in surmounting their numerous challenges and establishing a more resilient educational framework.

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