

# 11th ASEAN Council of Physical Education and Sport (ACPES) International Conference 2025



Contribution ID: 142

Type: Oral

## Experiences of Physical Education Teachers on the Transition Teaching from Online to Face-to-Face Modality: A Grounded Theory

Thursday, October 2, 2025 4:00 PM (15 minutes)

This research examines the transition of Physical Education instructors from online to face-to-face training, laying the groundwork for theoretical development. This study used Charmaz's grounded theory, which organizes inductive methods to construct theories in qualitative research. Purposive sampling was employed to select ten participants for this study, ensuring diversity. Physical education educators from universities participated. Theoretical sampling determined the sample group size. They were recruited through professional networks and academic conferences, providing a diverse range of perspectives. This investigation provides two phases of early data. The researcher hypothesizes the categorized phenomena. Second-phase studies indicated that themes were forming as the data saturated. The data was presented using Charmaz's (2006) themes. Phase 1 includes technology adaptation, integrated learning, creative teaching, student involvement, support networks, and mental health awareness. Phase 2 encompasses technology integration and adaptation, addressing obstacles and finding solutions, and promoting flexibility and participation in teaching and learning. Finally, the ideas were merged, and the Adaptive Educational Resilience Theory (RGB) was defined. In conclusion, some key findings from physical education teachers transitioning from online to in-person teaching approaches are helpful for transition teaching.

**Author:** BUCAD, Rovie Gretchel (MSU-ILIGAN INSTITUTE TECHNOLOGY)

**Presenter:** BUCAD, Rovie Gretchel (MSU-ILIGAN INSTITUTE TECHNOLOGY)

**Session Classification:** Physical Education: Innovation and Pedagogy

**Track Classification:** Physical Education: Innovation and Pedagogy