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Teaching Competence in Distance Education: Challenges and Adaptations of Senior High Schools' Physical Education teachers in Davao City

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Introduction: The educational landscape has been shifted by the advent of digital technologies reconfiguring traditional pedagogical practices and forcing educators to rethink their teaching skills.

Purpose: This study sought to explore how Secondary Physical Education teachers of senior high schools in Davao City develop their teaching competencies in distance education implementation specifically on content adaptation, technology integration, and assessment competencies.

Method: A phenomenological method was employed to six PE teachers in 2020–2021 through semi-structured interviews. Data was analyzed using Colaizzi's seven steps method.

Findings: Three themes were identified: Content Adaptation Competency Challenges (70-75% feeling prepared, constraints of tablet module), Technology Integration Competency Gaps (Learning Management Systems (LMS) navigation difficulties, low digital literacy) and Assessment and Feedback Competency Adaptations (held onto pedagogical confidence but encountered difficulties with virtual feedback delivery).

Discussion/Conclusion: Physical educators showed perseverance in the face of severe competency difficulties. To achieve a successful distance PE, professional development on technological pedagogical content knowledge, improved infrastructure and distributed systems is needed.

Keywords: TPACK framework, modular learning, digital literacy, pedagogical adaptation, emergency remote teaching

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