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DISRUPTIVE IMPACTS AND PARADIGM SHIFT IN UNDERGRADUATE PHYSICAL EDUCATION: THE CASE OF A STATE UNIVERSITY

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ABSTRACT

The unexpected surge of the COVI19 pandemic in the early part of 2020 has greatly impacted the way things are done in many aspects of life, including higher education. The impact has affected both higher education institutions (HEIs) in developed and developing countries at varying levels. With the goal of providing continuous education, HEIs have responded to the call of the time, implementing a relatively abrupt transition to distance online learning, exposing the many challenges of delivering higher education courses, particularly skills-based collegiate courses such as Physical Education (PE). In the Philippines, where there is still a great digital divide and access to learning technologies are still limited when the pandemic hit, the delivery of physical education has been disrupted and teachers of PE must shift their paradigm of teaching and learning. This reflective research, utilizing both quantitative and qualitative research designs, aims to describe the effects of COVID19 on physical education in a public higher education institution in a developing country. Face-to-face teaching and learning have been shifted to remote distance/virtual learning and on-site demonstrations of PE skills were suspended for almost two academic years now. Affected by various social, financial, infrastructure, and political factors, PE in the Philippines has been greatly disrupted and a paradigm shift has been the answer to adjust and recalibrate the delivery of education. Internet accessibility, affordability, reliability, and availability of resources in certain areas seem to negatively impact the delivery of PE during the long lockdowns. Appropriate mitigation mechanisms based on the results are recommended to help in responding, mitigating, and recovering quickly from future pandemic occurrences.

Keywords: COVID19 pandemic, higher education, physical education

INTRODUCTION

COVID-19, the respiratory disease caused by the SARS-CoV-2 virus, emerged as a global pandemic during spring 2020, forcing schools across the world into changing the ways in which they delivered instruction.

For many students, physical education classes play a critical role in getting active and establishing healthy routines. But when schools closed last spring, these classes became some of the most difficult to adapt to an online setting. Space, weather, social distancing, and other constraints continue to limit what physical education teachers can do in-person and with students learning from home.

A recent study conducted at the Washington University in St. Louis predicted childhood obesity rates would increase by more than 2 percent in cities where schools remained closed through 2020. Research has also found that children, especially racial and ethnic minorities, are at greater risk of weight gain when they are not physically at school. Additional compounding factors may exist for some students who live in crowded apartments or neighborhoods where it is not safe to exercise outside. Some cities and towns even closed their public parks for safety regulations.

Physical education instructors understand the importance of creating meaningful and enjoyable activities to encourage students to live an active lifestyle. Teachers have urged students to go on bike rides, hikes, jogs, walks, or complete any physical activity that can be done safely outdoors. However, during online learning, instructors had to adapt and implement creative opportunities for students. Some instructors have designed workouts that can be done safely indoors using common household objects. For example, children have substituted water bottles for soccer goal posts, soup cans for weights, and running up and down stairs for a visit to the park. Some districts implemented school-to-home equipment projects, distributing equipment kits for each student, based on age, and suggested PE program activists. Other educators have streamed synchronous fitness classes from their homes, encouraging students to follow along.

PE is a natural place to address public health concerns (McKenzie & Lounsbery, 2014) including decreases in PA resulting from the pandemic—especially in light of the current goal of PE to assist students in acquiring "the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity" (SHAPE America [Society of Health and Physical Educators], 2020). The pandemic-initiated shift to online instruction provided numerous challenges to PE teachers. In PE, a traditionally marginalized subject (Richards, Gaudreault, Starck, & Woods, 2018), teachers, with little to no training, lacked expertise in remote PE instruction and resorted to "trial-and-error" methods (Jeong & So, 2020). Though research on effective or quality instruction in PE, aligned with student learning outcomes and promoting achievement of standards has been presented previously (Rink, 2013), the overwhelming majority of this research focuses on in-person PE instruction. Research suggests that oftentimes, there is a different focus or goal of in-person PE versus online PE, with in-person PE primarily focusing on achieving competency in a variety of motor skills as compared with the primary focus online of improved health behaviors and fitness levels (Goad & Jones, 2017). The benefits

that students receive from online PE have been identified; however, research in this area has been limited, and issues with teacher training, student accountability, and the lack of a comprehensive focus have been presented (Daum & Buschner, 2012; Mohnsen, 2012: Williams, 2013). Therefore, it is important that we understand how online PE occurred during the COVID-19 pandemic and although it is situation-specific, we need to document it and use this information to inform the future of online PE.

Specifically, this study sought answers to the following specific questions:

1.What is the profile of the respondents in terms of Sex, Age, Year Level, Program, PE Course Enrolled in During First Sem AY 2021-2022, device do you use to attend online classes, and kind of internet connection when attending your online classes?

2.How may the online learning environment in physical education classes among the respondents be described in terms of Teacher Support, Interaction and Collaboration, Personal Relevance, Authentic Learning, Learning Autonomy, Equity, and Asynchronicity?

3. How may the general perception of students on distance learning in physical education be evaluated?

4. What are the experiences of students in online physical education classes?

RESEARCH METHODOLOGY

Methods and Techniques of the Study. Generally, this study applied a descriptive method of research. Descriptive study designs help this study show the impacts of online modality of Physical Education to students.

This approach was selected for because as Glatthorn and Joyner (2005) noted, "descriptive research is used to describe the characteristics of a population by directly examining samples of that population".

Zulueta (2006) also stated that descriptive research aims to describe the nature of a situation as it exists at the time of the study and to explore the causes of particular phenomena. Descriptive research seeks familiarity with the subjects, portrays selected characteristics of the subject accurately, and provides the necessary background for the formulation of a more precise problem subsequent more specific study and for the development of hypotheses.

Population and Sample of the Study. This study involved students at a state university in the Philippines who were enrolled during the First Semester of AY 2021-2022, which covers the periods of September 2021 to February 2022. The targeted respondents are PE students from the BPSU Main Campus. The turn-out of responses is 623 respondents.

Research Instruments. For the quantitative aspect of the study, the major instrument which was used in gathering data in order to answer the specific problems is the questionnaire. The researcher believes that the questionnaire is the most suitable and reliable instrument to be used in the study.

In this study, the researcher constructed a four-part survey-questionnaire. The first part gathered the profile of the respondents, the second part surveyed the online learning environment assessment of students, and the third part assessed the general perception on distance learning. The last part of the questionnaire

are open-ended questions on what is the preferred modality of learning among students.

In every item, the respondents were required to read the questionnaire carefully and mark their answer with a check (/) in the column which the respondents deemed were the most accurate and appropriate.

The researcher checked the data which were gathered through the questionnaire after which the researcher arrived at valid and accurate information. The data which were gathered in the study were used solely for the research purpose and were treated with utmost confidentiality.

For the qualitative aspect of the study, the interview was used. Merriam (2009) offered that the purpose of qualitative interviews is to learn about the individual's culture and understand his/her situation. Individual interviews were conducted with the selected student respondents. The students answered the questionnaire in written form through the Google Form.

A simple "Interview Guide" to guide the semi-structured interviews were constructed and each participant was asked to respond to six (6) questions. The questions are intended to capture the totality of the students' lived experiences, including positives, negatives, and desires for changes in the conduct of online classes for PE.

Construction and Validation of the instruments. The researcher browsed various referenced sources to serve as bases in the construction of the survey questionnaire.

To statistically validate the reliability of the instrument, it was subjected to Cronbach Alpha analysis. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. A "high" value for alpha does not imply that the measure is unidimensional. If, in addition to measuring internal consistency, you wish to provide evidence that the scale in question is unidimensional, additional analyses can be performed. Exploratory factor analysis is one method of checking dimensionality. Technically speaking, Cronbach's alpha is not a statistical test - it is a coefficient of reliability (or consistency).

The alpha coefficient for the items in the questionnaire is .82, suggesting that the items have relatively high internal consistency. With that in mind, the researcher piloted the questionnaire to selected individuals who are identical with the target respondents for validation purposes. After validating its reliability and piloting it for testing, the questionnaires were administered to the actual respondents.

Data Gathering Procedure. Upon the approval of the questionnaire, the researchers sought the permission through formal letters to conduct the study. After a period of time, the questionnaires were retrieved. The data were secured, checked and tallied. The summary of tally was prepared and made ready for the presentation, analysis and interpretation using the appropriate statistical treatment. After carefully analyzing and interpreting the data, findings were formulated, conclusions and recommendations were made in light of the results of the study.

Processing and Statistical Treatment. The data collected through the questionnaire was encoded and statistically processed using statistical software called PASW Statistics version 24 (SPSS for Windows).The data gathered was analyzed

with the use of descriptive statistical tools such as frequency counts, percentage, mean, rank, and inferential statistics such as the independent sample t-test.

Frequency count and percentage were employed to describe the profile of the respondents. Mean, with descriptive equivalent, and standard deviation, were used to describe the other variables.

RESEARCH FINDINGS

A. **Profile of Respondents.** The following data shows the demographic profile of the respondents. As shown, there is almost an equal number of male and female students who answered the survey, while most of the respondents are aged 19-20 years old. PE is offered in the Philippines during the first two years of collegiate level. This is the reason why majority of the students are also on their first and second year in college.

Figure 1. Profile of Respondents in terms of Sex

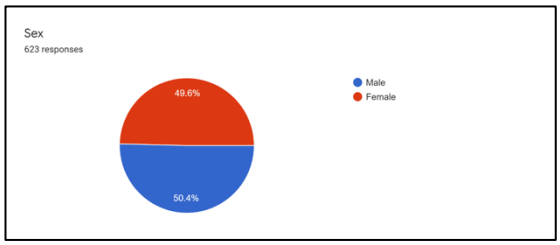


Figure 2. Profile of Respondents in terms of Age

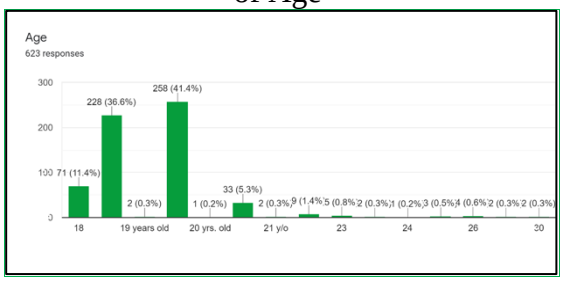


Figure 3. Profile of Respondents in terms of Year Level

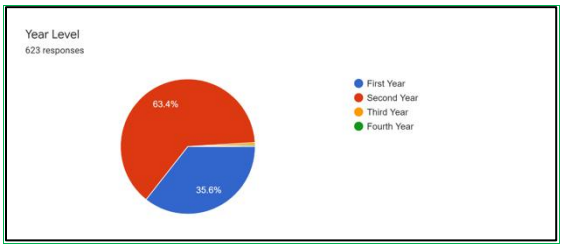
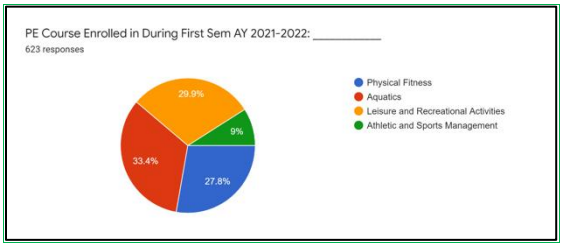


Figure 4. Profile of Respondents in terms of PE course enrolled in



Based on the PE courses enrolled in , majority of the respondents are enrolled in “Aquatics” (33.40%), followed by “Leisure and Recreational Activities” (29.90%), then by “Physical Fitness” (27.80%), and a few were enrolled in “Athletics and Sports Management” (9%).

The devices used by students to participate in online PE classes are already profiled. Data revealed that majority of the respondents or 83.9% of the respondents used mobile phones in order to participate for their PE classes online, followed widely by those with laptop computers comprising of 45.10% of the respondents, then those with desktop computers 2ith 12.70%, and few remaining students who used tablets and iPad to join in their online classes. This reveals that a vast majority of the respondents are ill-equipped in terms of technological support to be able to participate in their online classes.

Figure 5. Devices Used by Students to Connect on Online PE Classes

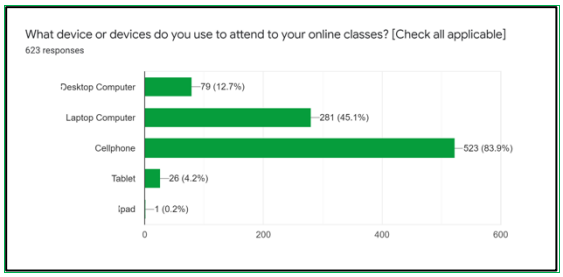


Figure 6. Kind of Internet Connection Used to Attend Online PE Classes

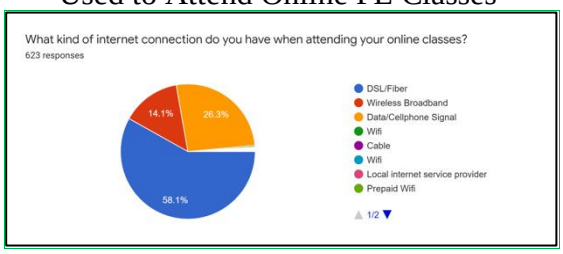
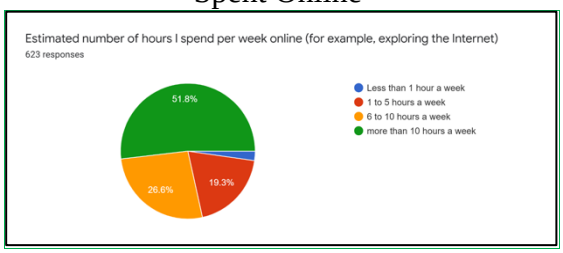


Figure 7. Estimated Number of Hours Spent Online



A. ONLINE LEARNING ENVIRONMENT. The preference of students in terms of various factors were also analyzed, The following are the results and discussion.

In terms of teacher support. Table 1 shows the Online Learning Environment in Terms of Teacher Support. Based on the results, the online learning environment in terms of "Teacher Support" gained an overall mean of 4.18 or "Agree". Among the indicators, the highest rated indicators are Indicator 7 (My teacher/lecturer encourages my participation online) with a mean of 4.37 or Strongly Agree, and Indicator 3 (My teacher/lecturer responds promptly to my online questions) with a mean of 4.32 or Strongly Agree. On the other hand, the lowest rated indicators are Indicator 2 (My teacher/lecturer helps me identify problem areas in my study online.) with a mean of 3.94 or Agree and Indicator 8 (My teacher/lecturer provides me with useful feedback on my work online.) with a mean of 3.06 or Agree.

Table 1. Online Learning Environment in Terms of Teacher Support

Teacher Support	Mean	SD	Verbal Equivalent
1.My teacher/lecturer responds quickly if I have an inquiry	4.20	0.83	Strongly Agree
2.My teacher/lecturer helps me identify problem areas in my study online.	4.15	0.87	Agree
3.My teacher/lecturer responds promptly to my online questions.	4.32	**0.79**	Strongly Agree
4.My teacher/lecturer gives me valuable feedback on my assignments online.	3.94	**0.98**	Agree
5. My teacher/lecturer adequately addresses my questions online.	4.16	0.85	Agree
6.My teacher/lecturer is easy for me to contact.	4.24	0.87	Strongly Agree
7.My teacher/lecturer encourages my participation online.	4.37	0.77	Strongly Agree

8.My teacher/lecturer provides me with useful feedback on my work online.	4.05	0.96	Agree
Overall Mean	**4.18**	**0.87**	**Agree**

In terms of interaction and collaboration. Table 2 reveals the Online Learning Environment in Terms of Interaction and Collaboration. Based on the findings, the online learning environment in terms of "Interaction and Collaboration" acquired a total mean of 3.17 or "Uncertain". Among the indicators, the highest rated indicators are Indicator 6 (I prefer to be involved in group work as part of my activities.) with a mean of 4.06 or Agree, and Indicator 1 (I prefer to work with others) with a mean of 3.55 or Agree. On the contrary, the lowest rated indicators are Indicator 2 (I prefer to relate my work to other's work.) with a mean of 3.13 or Uncertain and Indicator 4 (I prefer to discuss my ideas with other students..) with a mean of 3.25 or Uncertain.

Table 2. Online Learning Environment in Terms of Interaction and Collaboration

Interaction and Collaboration	Mean	SD	Verbal Equivalent
I prefer to work with others	3.55	1.01	Agree
I prefer to relate my work to other's work.	3.13	1.02	Uncertain
I prefer to share information with other students.	3.30	0.99	Uncertain
I prefer to discuss my ideas with other students.	3.25	1.00	Uncertain
I prefer to collaborate with other students in the class.	3.50	0.98	Agree
I prefer to be involved in group work as part of my activities.	4.06	0.99	Agree
Overall Mean	**3.47**	**1.00**	Agree

In terms of Personal Relevance. Table 3 illustrates the Online Learning Environment in Terms of Personal Relevance. According to the results, the online learning environment in terms of "Personal Relevance" attained an overall mean of 3.87 or "Agree". Among the indicators, the highest rated indicators are Indicator 2 (I prefer to pursue topics that interest me) with a mean of 4.21 or Strongly Agree, and Indicator 5 (I prefer to learn things about the world outside of my classes.) with a mean of 3.96 or Agree. However, the lowest rated indicators are Indicator 4 (I prefer to link class work to my life outside of classes.) with a mean of 3.57 or Agree and Indicator 3 (I prefer to apply my everyday experiences in class.) with a mean of 3.77 or Agree.

Table 3. Online Learning Environment in Terms of Personal Relevance

Personal Relevance	Mean	SD	Verbal Equivalent
I prefer to relate what I learn to my life outside of my classes.	3.86	0.82	Agree
I prefer to pursue topics that interest me.	4.21	0.86	Strongly Agree
I prefer to apply my everyday experiences in class.	3.77	0.85	Agree

I prefer to link class work to my life outside of classes.	3.57	0.89	Agree
I prefer to learn things about the world outside of my classes.	3.96	0.83	Agree
Overall Mean	**3.87**	**0.85**	Agree

In terms of Authentic Learning. Table 4 displays the Online Learning Environment in Terms of Authentic Learning. Based on the findings, the online learning environment in terms of "Authentic Learning" attained an overall mean of 4.03 or "Agree". Among the indicators, the highest rated indicators are Indicator 2 (I prefer to use real facts in class activities.) with a mean of 4.26 or Strongly Agree, and Indicator 4 I prefer to work with real examples.) with a mean of 4.11 or Agree. Meanwhile, the lowest rated indicators are Indicator 1 (I prefer to study real cases related to the class activities.) with a mean of 3.61 or Agree and Indicator 5 (I prefer to apply real world experience to the topic of study.) with a mean of 4.08 or Agree.

Table 4. Online Learning Environment in Terms of Authentic Learning

Authentic Learning	Mean	SD	Verbal Equivalent
I prefer to study real cases related to the class activities.	3.61	0.86	Agree
I prefer to use real facts in class activities.	4.26	0.78	Strongly Agree
I prefer to work on assignments that deal with real-world information.	4.09	0.81	Agree
I prefer to work with real examples.	4.11	0.79	Agree
I prefer to apply real world experience to the topic of study.	4.08	0.81	Agree
Overall Mean	**4.03**	**0.81**	Agree

In terms of Learning Autonomy. Table 5 exhibits the Online Learning Environment in Terms of Learning Autonomy. Based on the conclusions, the online learning environment in terms of "Learning Autonomy" gained an overall mean of 4.22 or "Strongly Agree". Among the indicators, the highest rated indicators are Indicator 4 (I prefer to play an important role in my learning.) with a mean of 4.41 or Strongly Agree, and Indicator 5 (I prefer to approach learning in my own way.) with a mean of 4.27 or Strongly Agree. Far from it, the lowest rated indicators are Indicator 3 (I prefer to be in control of my learning.) with a mean of 4.03 or Agree and Indicator 1 I prefer to make decisions about my learning) with a mean of 4.16 or Agree.

Table 5. Online Learning Environment in Terms of Learning Autonomy

Learning Autonomy	Mean	SD	Verbal Equivalent
I prefer to make decisions about my learning	4.16	0.76	Agree
I prefer to work during times I find convenient.	4.23	0.82	Strongly Agree
I prefer to be in control of my learning.	4.03	0.84	Agree
I prefer to play an important role in my learning.	4.41	0.73	Strongly Agree

I prefer to approach learning in my own way.	4.27	0.77	Strongly Agree
Overall Mean	**4.22**	**0.78**	Strongly Agree

In terms of Equity. Table 6 conveys the Online Learning Environment in Terms of Equity. Based on the conclusions, the online learning environment in terms of "Equity" achieved an overall mean of 4.27 or "Strongly Agree". Among the indicators, the highest rated indicators are Indicator 3 (I prefer to be treated the same as other students in the class.) with a mean of 4.47 or Strongly Agree, and Indicator 4 (I prefer to receive the same encouragement from the teacher/lecturer as other students do.) with a mean of 4.44 or Strongly Agree. Moreover, the lowest rated indicators are Indicator 1 (I prefer it when the teacher/lecturer gives as much attention to my questions as to other students' questions.) with a mean of 3.97 or Agree and Indicator 6 (I prefer it if my work receives as much praise as other students' work.) with a mean of 4.14 or Agree.

Table 6. Online Learning Environment in Terms of Equity

Equity	Mean	SD	Verbal Equivalent
I prefer it when the teacher/ lecturer gives as much attention to my questions as to other students' questions.	3.97	1.11	Agree
I prefer to get the same amount of help from the teacher/lecturer as do other students.	4.28	0.86	Strongly Agree
I prefer to be treated the same as other students in the class.	4.47	0.78	Strongly Agree
I prefer to receive the same encouragement from the teacher/lecturer as other students do.	4.44	0.83	Strongly Agree
I prefer to get the same opportunity to contribute to class discussions as other students.	4.29	0.81	Strongly Agree
I prefer it if my work receives as much praise as other students' work.	4.15	0.95	Agree
I prefer it when I get the same opportunity to answer questions as other students.	4.26	0.86	Strongly Agree
Overall Mean	**4.27**	**0.89**	Strongly Agree

In terms of Asynchronicity. Table 7 presents the Online Learning Environment in terms of Asynchronicity. In light of the results, the online learning environment in terms of "Asynchronicity" obtained an overall mean of 3.97 or "Agree". Among the indicators, the highest rated indicators are Indicator 3 (I prefer to take time to think about my messages before I post them.) with a mean of 4.59 or Strongly Agree, and Indicator 2 (I prefer to read posted messages at times that are convenient to me.) with a mean of 4.11 or Agree. Nevertheless, the lowest rated indicators are Indicator 5 (I prefer to have a written record of messages to refer back to.) with a mean of 3.56 or Agree and Indicator 6 (I find that posting messages improves my writing skills.) with a mean of 3.71 or Agree.

Table 7. Online Learning Environment in Terms of Asynchronicity

Asynchronicity	Mean	SD	Verbal Equivalent
1.I prefer to access the discussion forum at places/times convenient to me.	4.10	0.81	Agree
2.I prefer to read posted messages at times that are convenient to me.	4.11	0.81	Agree
3.I prefer to take time to think about my messages before I post them.	4.59	0.68	Strongly Agree
4.I prefer to write and post messages because it helps me to think.	3.76	0.93	Agree
5.I prefer to have a written record of messages to refer back to.	3.56	0.97	Agree
6.I find that posting messages improves my writing skills.	3.71	0.93	Agree
Overall Mean	**3.97**	**0.86**	Agree

A. **GENERAL PERCEPTION ON DISTANCE LEARNING.** The general perception on distance learning was also evaluated. Keegan (1980) published a significant article in which he discussed the fundamentals of DE. Physical separation between teacher and learner is one of the elements, as is learning taking place in the context of an educational institution; the use of technical media; communication between teacher and learner; the possibility of face-to-face meetings; and the use of an industrial model of providing education are others. Definitions of DE have been evolving more recently, and they appear to be based on the perspectives of individual educators, as well as the educational cultures of each country and the IHE. Some frequent descriptors, on the other hand, appear to be accepted by the majority of those involved in the subject. Generally speaking, distance education is an educational experience in which instructors and students are separated in both time and space (Keegan, 2002), which means that it can take place outside of an academic institution and can lead to the awarding of a degree or certification (Gunawardena, McIsaac, & Jonassen, 2008). For this study, the following indicators were used to capture the overall distance learning experience of PE students in Bataan Peninsula State University.

Table 8. General Perception on Distance Learning

Statements about Distance Education	Mean	SD	Verbal Equivalent
1.I am able to easily access the Internet as needed for my studies.	3.07	0.61	Strongly Agree
2.I am comfortable communicating electronically	3.12	0.61	Strongly Agree
3.I am willing to actively communicate with my classmates and instructors electronically	3.26	0.56	Strongly Agree
4.I feel that my background and experience will be beneficial to my studies.	3.23	0.54	Strongly Agree

5.I am comfortable with written communication.	3.17	0.57	Strongly Agree
6.I believe looking back on what I have learned in a course will help me to remember it better	3.37	0.50	Strongly Agree
7. In my studies, I am self-disciplined and find it easy to set aside reading and homework time	3.14	0.54	Strongly Agree
8. I am able to manage my study time effectively and easily complete assignments on time.	3.10	0.60	Strongly Agree
9. As a student, I enjoy working independently.	3.14	0.61	Strongly Agree
10. As a student, I enjoy working with other students in groups.	3.11	0.63	Strongly Agree
11. I like a lot of interaction with my instructors and/or teaching assistants.	3.01	0.56	Strongly Agree
12. I possess sufficient computer keyboarding skills for doing online work.	2.94	0.58	Agree
13. I feel comfortable composing text on a computer in an online learning environment.	3.10	0.55	Strongly Agree
14. I feel comfortable communicating online in English	2.77	0.64	Agree
15. I can ask my teacher questions and receive a quick response during Internet activities outside of class.	3.04	0.50	Strongly Agree
16. I feel that face-to-face contact with my instructor is necessary to learn.	3.17	0.64	Strongly Agree
17. I am motivated by the material in an Internet activity outside of class.	3.08	0.48	Strongly Agree
18. I can discuss with other students during Internet activities outside of class.	2.95	0.53	Agree
19. I can work in a group during Internet activities outside of class.	3.08	0.52	Strongly Agree
20. I can collaborate with other students during Internet activities outside of class.	3.10	0.49	Strongly Agree
21. Learning is the same in class and at	2.50	0.86	Agree

home on the Internet.			
22. I can practice PE activities during Internet activities outside of class.	3.07	0.50	Strongly Agree
23. I believe that learning on the Internet outside of class is more motivating than a regular course.	2.58	0.69	Agree
24. I believe a complete course can be given by the Internet without difficulty.	2.61	0.70	Agree
25. I could pass a course on the Internet without any teacher assistance.	2.13	0.78	Agree
26. I believe an Internet course is possible but for learning PE it would be difficult.	2.67	0.65	Agree
Overall Mean	**2.98**	**0.59**	Agree

Generally, the distance learning experience of students is evaluated with an overall mean of 2.98 or "Agree" with a very narrow standard deviation of 0.59 which means that the answers are very much consistent with each other among the respondents. This also means that the overall experience is shared the same consistently by the respondents. Among the indicators, the four lowest rated indicators are Indicator 14, 21, 23, and 25.

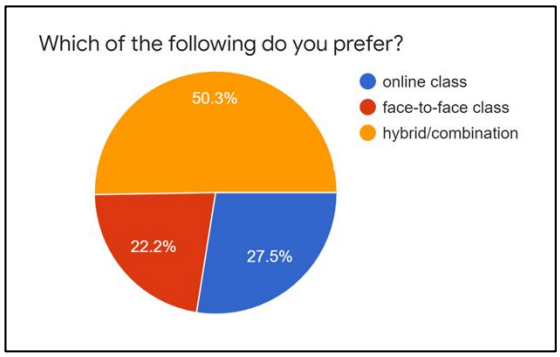
Among the indicators, the highest indicator is Indicator 6 (I believe looking back on what I have learned in a course will help me to remember it better) with a mean of 3.37 or "Strongly Agree" with a narrow mean of 0.50, which means that respondents converged to similar answers. This also means that there is a challenge for retention among the students and that students consider this retention as a very important aspect of their distance learning experience. This is followed by Indicator 3 (I am willing to actively communicate with my classmates and instructors electronically) with a mean of 3.26, and then Indicator 4 (I feel that my background and experience will be beneficial to my studies) with a mean of 3.23.

Among these, the lowest is Indicator 25 (I could pass a course on the Internet without any teacher assistance) with a mean of 2.13 or "Agree". This means that students would be needing more teacher support than on their own in doing online based courses. This is followed by Indicator 21 (Learning is the same in class and at home on the Internet) with a mean of 2.50, then by Indicator 23 (I believe that learning on the Internet outside of class is more motivating than a regular course) with a mean of 2.58, and then lastly by Indicator 14 (I feel comfortable communicating online in English) with a mean of 2.77.

Learning Modality Preference. When students are now asked on their preferred learning modality, it is surprising to note that a vast majority of the students now prefer a hybrid or online modality with more than 77% of all the respondents. Less than a quarter of the respondents now prefer the face-to-face learning modality. This is a contrast as to when the online classes started during the onset of the pandemic when online classes received a negative reception among students. This

shows a paradigm shift into how classes are now delivered in the Philippines. The disruption caused by the pandemic has changed the educational landscape in the Philippines and this is a great opportunity for higher education institutions to traverse new paths of learning deliveries in the country.

Figure 7. Preferred Learning Modality



A.Interview Results. The students were also asked about the challenges they experienced in attending online classes in physical education. Among the themes that emerged in the online interviews are as follows:

Theme 1 – Quality of Learning Concerns
The online environment's quality.
Having to teach myself or study from afar is a challenge.
I prefer to learn by doing rather than reading.
There is a lack of support services for students

Theme 2 – Personal Concerns
Isolation and stress on one's mental health
Due to the pandemic, job, family, and education all have competing demands.
Lack of a conducive studying environment or household distractions
I miss the chance to socialize with my peers.

Theme 3 – Academic Impact Concerns
Retakes, cancellations, and other issues have resulted in long delays.
As a result of the transition to remote learning, students have begun to express worries about their grades.

Theme 4 – Technology Concerns
Problems with connectivity
Invasion of personal privacy or safety at home
For schoolwork, a problem with technology.

In order to report the stress (e.g. AlAteeq, Alijhani & AlEesa, 2020; and Baloran, 2020) and obstacles encountered by students in virtual learning environments in their different nations, a number of studies have been carried out in the past few years (e.g. Adnan & Anwar, 2020 in Pakistan; Arinto, 2016 in the Philippines; Henaku, 2020 in Ghana; Matswetu, et al., 2020 in Zimbabwe; Subedi et al., 2020 in Nepal; and Dhawan, 2020 in India). One of the most recent thorough studies, which included 31 nations, was done to examine how the COVID-19 epidemic disrupted education around the globe (Bozkurt et al., 2020).

In terms of one thing, the potential of digital technologies to improve student learning had already been well demonstrated prior to the outbreak of the virus. Much excitement has accompanied the development of digital technologies along increasingly personalised, remote, adaptive, and data-driven lines over the last few years. As Dziuban et al. (2018) point out, the notion of blended learning, which combines the benefits of face-to-face and online instruction, is gradually being adopted by more institutions, and digital technologies are definitely crucial to the future of university education around the world (Henderson et al. 2017). It has been determined that faculty training to assist this shift, as well as student engagement and connectedness, are critical to the success of the initiative (Barr and Miller

2013). While the usage of already-familiar technologies, such as WhatsApp, proved to be helpful for remote-learning during the early stages of the pandemic (mid-March), research has revealed the need for additional effective practices throughout the post-emergency stage of the outbreak (Wargadinata et al. 2020). The abrupt emergence of Covid-19, on the other hand, presented several unexpected obstacles, including a lack of prior online-teaching expertise, a lack of time for designing distance-learning courses, and a lack of knowledge about how to utilize support from educational technology teams (Bao 2020). As a result, students and teachers encountered difficulties while learning and teaching at home. Certain shortcomings have been identified in the literature, such as the inadequacy of online-teaching infrastructures, the lack of experience among teachers with regard to new technologies, the knowledge gap, the complexity of the home environment, and so on (Ali 2020). Furthermore, when studying at home, pupils have a plethora of distractions at their disposal. As an example, not everyone can locate acceptable venues for home learning, and studying may be hampered by a lack of adequate technology and unreliable network connections (Zhang et al. 2020).

DISCUSSIONS

A review of the data collected from the Covid-19 Student Survey indicated that many students are struggling with their course workload and learning in an online environment. These issues are compounded by stressors brought on by financial hardships and the worries about their mental and physical health.

Covid-19 has had a significant impact on many people's lives around the world. The fast rise of infection cases around the world has sparked fear and concern about what may happen next. Students have also reported feeling a great deal of anxiety as a result of it. Previous research suggests that public health situations like the Covid-19 outbreak can have various psychological repercussions on college students, which can be manifested as anxiety, dread, and worry, among other things. Students' mental and physical health may suffer as a result of this stress.

If anything, this rapid online transition to remote teaching has exposed much about the shortcomings of the higher education sector and, maybe, much about what universities need to alter. Educators and students alike need to be prepared for a future in which they will have to work more and be more flexible in order to succeed. When it comes to both kids and teachers, digital literacy is no longer just a "nice to have," but rather a need. If anything, the "new normal" that Covid-19 has established in the universities will persist even after the lockdown is lifted. To understand why technology integration in education is receiving so much attention following the Covid-19 outbreak, one must understand the rapid expansion of Information Communication and Technology (ICT). It is the responsibility of university administration to ensure that both professors and students have access to the resources they need to develop these skills.

CONCLUSION

1.The implementation of PE classes online poses a lot of challenges in terms of time, preparations, internet connectivity, and availability of IT infrastructure.

2.Teacher support is seen as a crucial aspect of the implementation of PE programs online. Teacher support, specifically feedbacking mechanisms and

assistance on navigation on online platforms spells instructional support.

3. Students expect and anticipate quality instruction even in an online set-up, and that students value learning on Physical Education and if given opportunities, majority of them prefers a blended mode approach on learning PE.

4. If anything, this rapid online transition to remote teaching has exposed much about the shortcomings of the higher education sector and, maybe, much about what universities need to alter. Educators and students alike need to be prepared for a future in which they will have to work more and be more flexible in order to succeed.

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