

Coping Strategies of Students in the Online Teaching and Learning of Physical Education

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Abstract

Background: The emergence of Covid-19 pandemic has brought a lot of changes in the educational system of the country. As the new normal of teaching and learning arose, challenges did the same. There are the teachers and students who must adopt certain adjustments to cope up with the implications of online classroom just to acquire knowledge and reach the target learning without freezing the education.

Objectives: This study was conducted with the purpose of determining the problems encountered and the coping strategies of the students in the online teaching and learning of Physical Education.

Methods: This study is a descriptive quantitative type of research. Participants were 255 randomly selected students of PE 103-Individual and Dual Sports. In collection of data needed, the researchers utilized a survey questionnaire that contained questions about student's experiences, students coping strategies, and problems encountered by the students in the online teaching teaching and learning of Physical Education.

Results: The results shows that most of the students strongly agreed with the instruction and assessment utilized by their PE instructors; in terms of students coping strategies, most of the students shows less interest in performing physical activities during online classes, and also most of the students engaged in listening to calming music to relax; and in terms of the problems that they have encountered, most of the students experienced problem with their online connections, and most of the students disagree that they have poor comprehensions during online classes.

Conclusion: It is concluded that within the experiences of students towards instruction, physical education instructors utilized digital platforms in discussing lessons and gave considerable time for the students to finish and submit all the assigned tasks. Students had engaged themselves in listening to calming music that helps them avoid stress during online learning but engaged less in doing an activity such as stretching for their physical health. Most of the students highly encountered difficulties towards internet connection during online individual and dual sports but they still have a high comprehension level.

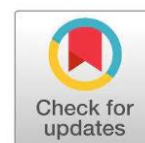
Keywords: content knowledge, coping activity plan, coping strategies, online assessment, pedagogical knowledge, online learning.

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INTRODUCTION

It has been a year since the world was shaken by the Covid-19 pandemic. It has affected everyone's daily living and presents unique challenges to public health, food system, and workplace (Ilo & Ifad, 2021). According to El Firdoussi et al., (2020), this outbreak of Covid-19 will affect our future, and that these challenges that we are experiencing is trying to understand how this will happen and get us prepared for these changes. Every nation was struck by this pandemic unprepared and that causes everyone a great loss, especially in the economy. Since many people lost their lives due to the pandemic, the World Health Organization prioritizes the health and safety of everyone. It was then decided to temporarily stop face-to-face classes to prevent the continued spread of the pandemic.

The challenges of this pandemic pave the way to the introduction of online learning. Because of the outbreak of Covid-19 pandemic, online learning became the new mode of learning today. As the world is currently plastering this kind of challenge, the Department of Education (DepEd) and Commission on Higher Education (CHED) has decided to continue educating learners as education is a lifelong learning. Nowadays, teachers and students are adjusting to the new mode of teaching and learning. This new normal began to test the will, time management, skills, and capabilities of the people inside the school circle. Like other academic subjects offered at schools, teaching physical education also faced unique challenges.

Teaching PE always takes place outside the classroom, in an open field, in school gymnasium, or in any covered court inside the campus. Teachers and students are accustomed to doing the traditional conduct of PE classes. However, amid a pandemic the teaching of physical education must be adapted to the current situation. According to Goad & Jones (2017), Online Physical Education (OLPE) has presented exclusive sets of challenges in transforming traditional teaching of physical education into an online platform while meeting the same objectives, course, and assessment standards of traditional courses. In addition, the phenomenon issue reveals the hitches in teaching Physical Education through online.

As the new normal of teaching and learning arose, challenges did the same. There are the teachers and students who must adopt certain adjustments to cope up with the implications of online classroom just to acquire knowledge and reach the target learning

without freezing the education. Due to the present problem of internet connectivity, there are students who are in need to leave their houses just to find a stable internet connection. Added to this is the financial capacity of everyone to support their financial expenses for online classes. In addition, these challenges became the steppingstones of the school cycle to be receptive to change without jeopardizing their edification.

Globally, the lack of internet connection in most rural places has become a problem (Ruiz-Martínez & Esparcia, 2020). If the educational institutions in the country aim to rely on the internet for distance learning, it will need extra spending on huge construction of communication towers to extend services to all those in need and not just on gadgets and workshops for educators (Palatino, 2020). At present if these issues are not addressed properly this could result in much worse problems. In the field of Physical Education, if these situations are not managed properly, it might result in a poor performance of Physical Education teachers that may also produce unpleasant results to the students' performance, academically and physically. Directly, during this pandemic, teachers and other educational leaders are greatly affected. If they are not assisted properly this might cause incompetence not just to the educators but to the whole system of education. Students, as well, are greatly affected by this crisis. There are a number of students who committed suicide because of online classes. Mental health issues are one of the priorities of Physical Education, thus it is brought upon the PE teachers' shoulders to address this kind of issue to their students.

According to Mosier & Lynn (2012), in the age of differentiated learning, it should be welcomed a student-centered approach to Physical Education. In face-to-face or in virtual meetings, teachers' goal in both is to make the students learn what they are teaching. With this, educational leaders are asked how they will effectively address the needs of every student in different parts of the country. The needs and demands of the students have doubled now that we are in the new normal.

Several studies have reported on the problems faced by students while learning during the covid-19 pandemic. A survey of secondary school students in Cambodia reported that internet access was the main problem in implementing online learning, while other challenges included distractions at home, teacher ineffectiveness, lack of smartphones and money to recharge, and difficulty in navigating online learning (Em, 2021). A study of pharmacy students in Saudi Arabia regarding their own readiness for

distance learning, their attitudes towards online learning experiences during the quarantine period of the Covid-19 outbreak, and the rapid adoption of fully online instruction reported that about 34% of students identified some barriers to online learning (Shawaqfeh, 2020). Meanwhile, in Indonesia, due to online learning, students experience mood swings, considerable anxiety, and experience boredom (Irawan, Dwisona, & Lestari, 2020). All things caused by the implementation of online learning have the potential to disrupt the achievement of learning objectives, even students as learning subjects have the potential to experience internal problems, so solutions are needed to solve these problems. However, many researchers have attempted to solve these problems through several strategies, including the implementation of metacognitive strategies, affective strategies, and resource management strategies for students majoring in English in Malaysia (Halim, Ariffin, & Darus, 2021), resource management, and utilization, seeking help, improving technical skills, time management, and control of the learning environment for 200 students majoring in Psychology, Physical Education, and Sports Management in the Philippines (Barrot, Llenares, & Del Rosario, 2021).

It is in this light that this research was conducted to determine the coping strategies of the students in the new mode of teaching and learning of Physical Education. As stated from the study of Li & Che (2022) the conventional face-to-face learning method has given way to online learning, which has had a variety of effects on students' academic performance, physical, and psychological well-being. Thus, the importance of higher education in technological innovation and societal progress, it is critical to examine and enhance online learning in the framework of Covid-19. While this true, the researcher being a physical education practitioner recognize its significant impact in the field of physical education. Hence, the researcher spearheaded this study that focused on the coping strategies of students in the online teaching and learning of physical education. As the study tackles the different teaching pedagogies that teachers use in teaching Physical Education (PE) online and seeks to describe the different experiences encountered by the students in Online Physical Education class in terms of the mode of the teacher's delivery of the lesson, the instruction for every activity given, and availability of the devices and internet connection.

METHOD

Study Design and Participants

The researchers utilized descriptive quantitative research method to describe the experiences of the students, determine their coping strategies and identify the problems that they encountered in the online teaching and learning of PE-103 (Individual and Dual Sports) to prepare an activity plan for the students to utilize in online learning of Physical Education.

The subjects of the study were 255 randomly selected students taking PE 103- Individual and Dual Sports at Batangas State University Main Campus 1. The total population of the respondents is 4234. A sampling method was applied to come up with an acceptable number of samples. The researchers will consider the random sampling through the use of Raosoft sample size calculator in choosing the student-respondents.

Research Instruments

The researchers utilized survey questionnaires as an instrument to gather information needed for the study specifically to identify the experiences and determine the coping strategies of PE 103- Individual and Dual Sports' students during Online Physical Education.

Data Analysis

After gathering the needed information, the data were submitted to a statistician for appropriate statistical analysis and interpretation. The following range and verbal interpretation in the Likert scale were used (Table 1).

Table 1. Verbal Interpretation

Option	Range	Verbal Interpretation
4	3.25-4.00	Strongly Agree/ Always
3	2.50-3.24	Agree/ Often
2	1.75-2.49	Disagree/ Seldom
1	1.00-1.74	Strongly Disagree/ Never

RESULTS

Experiences on the Instruction and Assessment Utilized

The data includes the experiences of PE 103- Individual and Dual Sports students in the instruction and assessment utilized in online physical education.

Table 2. Experiences in Instruction Utilized for PE 103 - Individual and Dual Sports

No	Indicator	Weighted Mean	Verbal Interpretation
1	Uses of PowerPoint presentation to support his/her discussion	3.84	Strongly Agree
2	provides video clips in demonstrating the skills for badminton and table tennis	3.84	Strongly Agree
3	provides a module for individual and dual sports	3.77	Strongly Agree
4	Clearly explains the content of the syllabus	3.76	Strongly Agree
5	accommodates the questions and clarifications of students.	3.74	Strongly Agree
6	clearly explain the rules and regulations of individual and dual sports.	3.73	Strongly Agree
7	provides lecture and discussion on theoretical aspects of badminton and table tennis	3.71	Strongly Agree
8	takes time to explain the learning tasks posted in the Google Classroom.	3.71	Strongly Agree
9	uses series of photos to further explain the mechanics of certain skills for badminton and table tennis	3.70	Strongly Agree
10	frequently meets and monitors his/her students through online platforms such as Google meet and messenger	3.60	Strongly Agree
Composite Mean		3.75	Strongly Agree

Table 2 data indicates that the respondents strongly agreed with the online instruction utilized based on the composite mean of 3.75. It shows that students strongly agree that instructors utilized PowerPoint presentations to assist their discussions and included video clips showing badminton and table tennis abilities.

It is also shown that students also strongly agreed that their instructors provide lectures and discussion on the theoretical framework of the sports in the course. Students also strongly agreed that their instructors take time to explain the learning tasks posted in the Google Classroom. The use of a series of photos to further explain the mechanics of certain skills for badminton and table tennis tells that some of the students strongly agreed that their instructors provide representations of the skills needed in table tennis and badminton. Lastly, students strongly agreed that their instructor frequently meets and monitors them through online platforms such as Google meet and messenger.

Experiences on the Assessment

Table 3. Experiences in Assessment Utilized for PE 103 - Individual and Dual Sports

No	Indicator	Weighted Mean	Verbal Interpretation
1	gives enough time to accomplish the given assessment tasks	3.81	Strongly Agree
2	entertains the clarifications and concerns of students pertaining to the assessment tasks	3.76	Strongly Agree
3	utilizes the assessment tasks using applicable online platforms.	3.74	Strongly Agree
4	provides a clear direction for the performance-based tasks	3.71	Strongly Agree
5	designs assessment tasks that are realistic and achievable by the students.	3.71	Strongly Agree

Continued Table 3. Experience in Assessment...

6	utilizes rubrics in grading the performance-based task	3.70	Strongly Agree
7	provides performance tasks applicable to online set-up.	3.69	Strongly Agree
8	checks and returns the assessment tasks in a timely manner	3.62	Strongly Agree
9	consistently provides feedback on the submitted assessment tasks	3.51	Strongly Agree
10	provides quizzes after discussing the theoretical aspects of selected individual and dual sports	3.48	Strongly Agree
Composite Mean		3.67	Strongly Agree

Table 3 data indicates that the students are strongly agree with the assessment used by the PE instructors based on the composite mean of 3.67. It shows that most of the students experienced having enough time to accomplish the given assessment tasks. It says that PE instructors give enough time for their students to visualize and brainstorm about the given tasks. Students also strongly agreed that their PE instructors entertain the clarifications and concerns of students pertaining to the assessment tasks. Also, it shows that the students strongly agreed that their PE instructors utilize assessment tasks using an applicable online platform.

Students also strongly agreed that their instructor provide clear directions for every performance task given to them and also instructors designed assessment tasks that are realistic and achievable by the students. With this, students also strongly agreed that their instructors design assessment tasks that are realistic and achievable. It was also shown in the table that PE instructors provide rubrics to serve as their guide in grading the performance task of the students fairly. Students also strongly agreed that their instructor provides performance tasks applicable to online set-up. Lastly, it shows that the students strongly agreed that their PE instructor checks and returns the assessment tasks in a timely manner. This means the PE instructors give appropriate time to check and return the assessment tasks of the students. Students also strongly agreed that PE instructors give appropriate feedback for every assessment task done by the students. The students strongly agreed that the PE instructor provides quizzes after discussing the theoretical aspects of selected individual and dual sports. It tells that a lot of the students' experience having quizzes after a discussion in a PE class.

Coping Strategies Utilized in Online Physical Education

The data includes the student's own assessment of their coping strategies during the online Physical Education class.

Coping Strategies on Physical Aspect

Table 4. Coping Strategies on Physical Aspect

No	Indicators	Weighted Mean	Verbal Interpretation
1	Adjusting the display brightness of laptop and cellphone for eye protection	3.53	Strongly Agree
2	Eating healthy foods regularly	3.34	Strongly Agree
3	Drinking 8-12 glasses every day	3.31	Strongly Agree
4	Eating meal on the right time	3.06	Agree
5	Ensuring 6-8 hours of sleep every night	3.00	Agree
6	Doing indoor workout during free time	2.93	Agree
7	Taking vitamins regularly	2.87	Agree
8	Taking a power nap before the next class	2.86	Agree
9	Performing simple exercises before attending a class	2.75	Agree
10	Doing stretching every 20 minutes in long online class sessions	2.64	Agree
Composite Mean		3.03	Agree

Table 4 data indicates that the students agree on the indicated coping strategies with their physical aspect. This is shown in the composite mean of 3.03. As shown in the table, most of the students see adjusting the brightness of their laptops and cell phones as a way to protect their eyes from the radiation of those devices. Since online classes require students to spend most of their time in front of the screens, students may have perceived that adjusting the brightness of their laptops and cell phones will help them protect themselves from the risk it has presented. Students also strongly agreed on eating healthy foods regularly. It means that students strongly agreed to this matter to maintain their healthy lifestyle during online learning. Students engaged in healthy routines like drinking 8-12 glasses of water, eating their meals on time, and getting enough sleep and rest. This is very helpful for their physical aspect in taking online Physical Education. Staying healthy is one of the students' priorities during online classes. It helps them to focus on their studies in online teaching and learning of Physical Education.

Also, students agree that they are doing indoor workouts during free time. This is also important for maintaining their body healthy despite so much time spent sitting in front of their screens and attending classes or doing tasks. Students also agreed on taking vitamins regularly. It is an important strategy for the students especially for those students who have weak immune systems in the time of online Physical Education class. Some of the students take a power nap before the next class; it may be because students have to refresh their mind after class and before they attend the next class. Some of the students perform simple exercises before attending a class and students seem to think that

exercises are helpful strategies for their physical health. Lastly, stretching every 20 minutes has the lowest weighted mean. It means that most of the students do not engage in stretching after their long online classes. Due to strict health protocols, the feeling of isolation, students tend to have lack of motivation and engage less in physical activities.

Coping Strategies on Mental Aspect

Table 5. Coping Strategies on Mental Aspect

No	Indicators	Weighted Mean	Verbal Interpretation
1	Listening to calming music to ease stress	3.66	Strongly Agree
2	Spending time to communicate with God	3.57	Strongly Agree
3	Watching interesting movies or clips to ease stress	3.54	Strongly Agree
4	Talking to family and friends whenever free time	3.52	Strongly Agree
5	Taking time to explore new things to relax beyond academics	3.47	Strongly Agree
6	Spending time for self-reflection and self-talk	3.13	Agree
7	Playing recreational games to divert mental stress	3.12	Agree
8	Reading books and novels based on interests.	3.01	Agree
9	Conducting meditation through silent activities	2.91	Agree
10	Writing journal or a diary reflecting everyday experiences	2.38	Disagree
Composite Mean		3.23	A

Table 5 data indicates that the students agree that the coping strategies given benefit their mental aspect based on the composite mean of 3.23. The table shows that most of the students listen to calming music to free themselves from stress and keep their mind relaxed. Listening to calming music help students to calm their minds that helps them focus on their lessons and activities It was shown by most of the students that they strongly agreed on spending time on communicating to God or praying. It became their strategy to find peace and calm their mind at times that they felt stressed out. Most of the students also find watching movies helpful to avoid stress. It seems that those indicators are the student’s escape from the stressful learning process. As reflected also in the table, talking to family and friends claimed that students see this indicator as an agreeable matter to save their mental health. Talking to someone who is close with you is very helpful during stressful times.

Another is exploring new things beyond academics is one of the students’ coping strategies used in online physical education class to relieve stress from activity workload. It also shows that some of the students agreed on reading books and novels as their new way of easing the stress they are experiencing during online learning. Another is conducting meditation through silent activities to help them to relax their mind from the

stressful alternative learning. Meditation allows an individual to concentrate their minds and allow them to function better and more effectively. Only few students write journals or a diary that reflects their everyday experiences. Writing journal helps students to keep their thoughts organized and that they could relieve their stress by writing it on their diary.

Problems Encountered in Online Physical Education

The data includes the problems that students encountered during the online teaching and learning of Physical Education.

Table 6. Problems Encountered in Online Physical Education

No	Indicators	Weighted Mean	Verbal Interperation
1	Low bandwidth and unstable connection	3.07	Often
2	Lack of Physical activities because of too much time spent in doing schoolworks.	2.93	Often
3	Unexpected power interruption	2.87	Often
4	Unable to sleep on time because of having a lot of activities	2.87	Often
5	Having an uncontrollable change of mood that affects one's performance during online class	2.81	Often
6	Cannot eat proper meal on time	2.78	Often
7	Unable to hear and understand video presentation due technical issues	2.77	Often
8	Decreased in self-care and reflection	2.74	Often
9	Unable to download files, videos, or photos for additional sources of information because of insufficient data load	2.69	Often
10	Lack of conducive learning space at home for online learning	2.60	Often
11	Lack of motivation to learn (e.g. aren't enthusiastic about the content or aren't interested in the subject matter)	2.57	Often
12	Unable to finish activities because of too much workload	2.49	Seldom
13	lack of suitable gadgets like computer, smartphones etc. needed to prepare and submit academic requirements	2.38	Seldom
14	Unable to answer and submit quizzes on time could because of low comprehension	2.37	Seldom
15	Unable to understand the lesson due to poor explanation and representations of terms	2.30	Seldom
Composite Mean		2.68	Often

Table 6 shows that the students often experienced these problems during the online Physical Education. This is seen in the composite of 2.68. The table shows that most of the students seem to have experienced having unstable connection and low bandwidth of the internet that affected their cooperation in online learning. It affects the studies of PE 103- Individual and Dual Sports students as online learning considers as the new mode of learning at this current situation that leads the student encounter not just one problem but apocalyptic numbers. Most of the students often experienced lack of physical activities because of too much time spent doing schoolwork. Sometimes because

of too much workload, from schoolwork to household chores, they do not have too much time to do exercises. Another is unexpected power interruption. This problem is experienced in rural places here in our country. It also shows that the respondents are having trouble sleeping on time because of having a lot of activities. They tend to sleep late at night just to accomplish the activities that are needed to submit on time.

It also shows that the students are having an uncontrollable change of mood that affects their performance during online class. An uncomfortable, loud, full of distraction and poor lighting environment could affect the students' behavior during online class. Some students might suddenly feel uninterested in studying when being distracted or when loud noises are around him. It is also shown that the respondents cannot eat a proper meal on time. Some of the students tend to skip meals during online classes. In line with this some of the students are decreasing their self-care and reflection. They are eager to finish all the requirements and to set aside themselves. It also shows that respondents are having difficulties hearing and understanding the video presentations being utilized due to technical issues. files, videos, or photos for additional sources of information because of insufficient data load. Students also find a problem when they have a lack of conducive learning space at home for online learning. This became the problem of the students since individual and dual sports are more on performance tasks, and having a good learning environment can affect the mood and behavior of the students to study. It also shows that most of the respondents seldom experienced understanding the lesson due to poor explanation and representations of terms. This is why few of the students seldom experienced having trouble in answering and submitting quizzes on time due to low comprehension or miss understanding the lesson.

DISCUSSION

In the emergence of Covid-19, online teaching of physical education has become important to maintain physical education programs in schools ([Webster et al., 2021](#)). The introduction of online learning, such as online Physical Education, can encourage good transformations or new opportunities in classroom practices. Thus, instructors in online physical education could offer different opportunities for their students ([Livingstone & Condie, 2010](#); [Valeria & Gustavo, 2020](#)). The transformations of classroom settings have brought different experiences to both teachers and students of different programs especially to those who took PE 103- Individual and Dual Sports. It was hard to gain

knowledge knowing that the online teaching and learning of physical education is very foreign to all the students nowadays. The study described the experiences of the students during the online teaching as to instruction and assessment. In general, as reflected from the composite mean its was revealed that in terms of instruction, the students strongly agreed that their PE instructors utilized all the given indicators. Specifically, it was revealed that the students strongly agreed that they experienced their PE instructors utilized PowerPoint presentation to support their discussion and providing video clips in demonstrating the skills for badminton and table tennis. As mentioned by [Killian et al., \(2019\)](#) and [El Firdoussi et al. \(2020\)](#), the use of current technology to improve the learning process in Physical Education classes, hence it necessary to utilize instructional material like ppt complimented by video clips to support students understanding of a certain skill. On the other hand, when it comes to assessment. The composite mean indicated that the students strongly agreed that their PE instructors utilized all the given the indicators. Specifically, it was showed that most of the students experienced having enough time to accomplish the given assessment tasks. It only means that PE instructors give enough time for their students to visualize and brainstorm about the given tasks. Students also strongly agreed that their PE instructors entertain the clarifications and concerns of students pertaining to the assessment tasks. Assessment is indeed a process that is very challenging for every student but most especially for the teachers ([Jeffrey et al., 2014](#)). But if physical education teachers explain the directions clearly the assessment task and provide enough time for students the complete the task, there is great a chance students will be able to be successful with the task and achieve the set objectives.

The present global crisis brought by the spread of the Covid-19 pandemic has an extreme effect on human health and well-being ([King et al., 2020](#)). In the study of [Huber et al., \(2020\)](#), it is reported that due to the implementation of lockdown, most of their participants have a significant decrease in physical activity. When this new mode of teaching and learning has been implemented and adopted in Physical Education, it brought with it different problems to the students. As an initial response to these problems, students create their own coping strategies that will help them learn. According to [Webster et al. \(2021\)](#), it seems that standard based physical education programs with the support of online physical education tools can encourage physical activity for all youth in school, community, and home setting. For [Asigbee et al., \(2018\)](#), including

innovative approaches to physical activity and continuing PE classes will have excellent implications for a child's health, as well as child's ability to succeed academically. When it comes coping strategies utilized by the students in the online physical education class. It was reflected that in terms of physical aspect. Most of the students see adjusting the brightness of their laptops and cell phones as a way to protect their eyes from the radiation of those devices. Since online classes require students to spend most of their time in front of the screens, students may have perceived that adjusting the brightness of their laptops and cell phones will help them protect themselves from the risk it has presented. On the other hand, stretching every 20 minutes has the lowest weighted mean. It means that most of the students do not engage in stretching after their long online classes. Due to strict health protocols, the feeling of isolation, students tend to have lack of motivation and engage less in physical activities during Covid-19 pandemic (Huber et al., 2020; Moore et al., 2020; Stanton et al., 2020). Furthermore, in terms of mental aspect. Most of the students listen to calming music to free themselves from stress and keep their mind relaxed. Listening to calming music help students to calm their minds that helps them focus on their lessons and activities. As mentioned by Chaturvedi et al., (2021) most of the students ages 18-22 years old listen to music as their stress relieving activity. However, students disagreed in writing journals or a diary reflecting their everyday experiences. Only few students write journals or a diary that reflects their daily experiences. Although most of the respondents in this study refrain from writing journal. It is said that it helps students to keep their thoughts organized and that they could relieve their stress by writing it on their diary (Tams, 2020).

The advent of the pandemic to the present educational system brought a lot of problems to the educators, students, and especially to the school and the curriculum. According to Kimotho (2018), people encounter many challenges that are related to individual, institutional and instructional. Agormedah et al., (2020) found that teachers and learners within online distance learning appear to be unprepared in the transition to remote learning due to lack of training and experiences in online classroom. In relation to the problems encountered by the students in the conduct of online individual and dual sports. Students highly encountered low bandwidth and unstable connection. It affects the studies of PE 103- Individual and Dual Sports students as online learning considers as the new mode of learning at this current situation that leads the student encounter not

just one problem but apocalyptic numbers. Students are less focused in online learning because their internet access is inadequate, requiring lectures to be extended beyond the scheduled time, and educators' internet access is unstable, resulting in disruption of classes and students failing to attend online courses as scheduled or on time (Palatino 2020; Adnan & Anwar, 2020; Yusuf & Ahmad, 2020). On the other hand, students disagree that they experienced poor comprehension of the lessons due to the explanation and representation of terms.

CONCLUSION

It is concluded that within the experiences of students towards instruction, physical education instructors utilized digital platforms in discussing lessons and gave considerable time for the students to finish and submit all the assigned tasks. Students had engaged themselves in listening to calming music that helps them avoid stress during online learning but engaged less in doing an activity such as stretching for their physical health. Most of the students highly encountered difficulties towards internet connection during online individual and dual sports but they still have a high comprehension level.

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CONFLICT OF INTEREST

The researcher confirms that this study is sufficiently confidential to the respondents' information and there is no conflict of interest involved.

AUTHOR'S CONTRIBUTION

Mendoza contributed to preparing concepts, formulating methods, conducting research, processing the results, interpreting, drawing conclusions, and editing the final version.

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