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ABSTRACT

The start of the Novel Corona Virus in 2019 has been the root cause of the severe disruption of economic opportunities and educational curriculum implementation affecting people's daily living across the world. In the field of education, the pandemic has brought changes to the educational system. A shift in the mode of learning has shifted from face-to-face to online and modular learning, wherein the former has been utilized more. This basic qualitative study was conducted to explore the experiences of students along with their recommendations to further improve the delivery of online physical education. Twenty informants from the different departments of the University of Saint Louis participated in this study through online interviews. In utilizing open coding, axial coding, and selective coding, the results revealed five major recurring themes, to wit: (1) Student-Teacher Interaction, (2) Technology-Related Experience, (3) Online Classroom Experience, (4) Pedagogical-Related Experience, and (5) Personal-Related Experiences. The study concluded that students have both desirable and undesirable experiences in learning online physical education amidst the COVID-19 Pandemic. The informants' recommendations focused mainly on the teacher's regular monitoring of students, the use of effective online strategies in teaching physical education, and providing enough time for activities. In addition, implications and recommendations are also discussed.

Keywords: Physical education; online learning; covid-19 pandemic; positive experiences; negative experiences

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INTRODUCTION

The emergence of the novel Corona virus in 2019 has been severely affecting the daily lives of people around the world. Focusing on the educational sector, the pandemic brought changes in the educational system as it shifted its mode of learning into online learning. The traditional face-to-face classes were abruptly shifted to the visionary idea of flexible learning (Zhang, 2020). Flexible learning for higher education institutions or HEIs involves a combination of digital and non-digital technology or in simpler terms, the online and modular learning modalities (Huang, Liu, Tlili, Yang, & Wang, 2020). In this kind of educational approach, one of the subjects in college that encounters a lot of challenges in online learning is physical education.

Physical education is a process of learning, the context being mainly physical, and it aims to develop students' physical competence and confidence through performing a range of physical activities associated with an active and healthy lifestyle as it helps students develop both personally and socially (Estevan et al., 2021; Young et al., 2021). Finally, it is because of this that physical education is classified as adversity, as it requires collaboration, communication, creativity, critical thinking, and aesthetic appreciation

(Romero-Naranjo, 2020). Undeniably, physical education activities make college life worth remembering. It is a way wherein students create a passion for active recreation and sport, broaden sporting experience, cultivate enjoyment and nurture sportsmanship in a variety of sporting environments. In these times, it is hard to establish these aims in behind-the-screens set-ups.

In the digital world, online physical education is unique in the sense that, if the subject is well-taught, it can elicit a reaction from the learner in response to the movement. Because of this, some of the aims of physical education are incredibly difficult to achieve online even if technology is already accessible (Varea & González-Calvo, 2020). In addition, students who are engaged in online physical education are unable to obtain adequate space to regularly participate in physical activity and often have limited access to materials and equipment needed for online physical education (Jeong & So, 2020). Thus, materials that are readily accessible at home were used by the students.

In contrast, there are some studies that show physical education can be effectively done through e-learning (Hghasemipnuacir & Mataruna-dos-santos, 2021; Lang et al., 2017). Thousands of students across the nation have completed PE courses online (Goad & Jones, 2017; Lang et al., 2017). These students have attested to the benefits online learning could give. For them, it is self-paced learning, and it adds flexibility to their lives. They are provided with better time management as they create their own schedules (Hambali et al., 2021). Moreover, it has improved their virtual communication and collaboration. There are students who failed PE in the traditional setting but have experienced success in the online course because of privacy and freedom to participate in fitness activities away from the critical eyes of their peers (Goodyear et al., 2014). Together with emerging exergaming, the use of e-learning as an educational option lets students engage in physical activities in an e-course that meet their physical, emotional, social and mental curricular needs (Staiano & Calvert, 2011). This study was conducted to explore the second-year college students' experience in online physical education along with their recommendations to further improve the delivery of online physical education under physical activity towards health and fitness (Indoor Games).

The outcome of this study will help in improving the learning system in the online modality, especially in fulfilling the physical activities and wellness requirements of college students. It will be beneficial not only among college students but also to other students who are enrolled in physical education subjects. This study will serve as a way for them to address their learning difficulties through online physical education courses wherein practical suggestions will also be provided to cater to their needs in enhancement of learning. The results of the study will also be beneficial to all physical education instructors toward integrating much more suitable teaching strategies regarding modes of online learning.

METHODS

This study utilized a qualitative research design employing basic qualitative research. It helped interpret how individuals experience and interact with their social world, the meaning it has for them, which in this case were college students enrolled in Physical Education III classes who brought to light their varied experiences in learning online physical education, including their issues and difficulties and recommendations to further improve the delivery of physical education in an online environment.

The informants of the study were 20 second year college students in the First Semester of S.Y. 2020-2021. The informants of the study were chosen through purposive sampling with the following inclusion criteria: (1) enrolled in PHED 1033 (Physical Activity

towards Health and Fitness: Indoor Games) in the First Semester, SY 2020-2021, (2) enrolled either in full-online learning modality or blended learning modality in the First Semester, SY 2020-2021, and (3) willing to participate as informants in the present study. They were assured that anonymity and confidentiality were to be strictly observed from data gathering until the writing and publication of the research output (Ballena & Liwag, 2019). The informants were given corresponding codes which were referred to by codes PE01 to PE20.

The study utilized an online interview through ZOOM and Google Meet as its data collection technique. A semi-structured interview was employed in this study which is considered as the most common data collection technique in qualitative research (Bearman, 2019; Kallio et al., 2016). An interview protocol, which enables the researchers to take notes on the responses of the interviewee served as a guide during the conduct of the interviews. The validated and pilot-tested interview protocol contained interview questions which were contemplative of the specific research questions (Ballena & Liwag, 2019). Online interviews with each of the 20 informants were sustained until data saturation was reached. The interviews were transcribed following the denaturalized approach to transcription (Azevedo et al., 2017; Nascimento & Steinbruch, 2019). Speech fillers, pauses, extralinguistic and paralinguistic elements were deliberately removed.

The interview transcripts were analyzed following three major stages: open-coding, axial coding and selective coding (Creswell et al., 2007). While reading the interview transcripts, open coding was done by literally underlining and highlighting significant statements, and writing notes and comments on the margin. Initials codes were also identified based on the significant statements and marginal notes. Open coding was repeatedly done across all of the pages of the transcripts; interview transcripts had an average of thirty-three initial codes for the experiences of the informants in learning online physical education. Axial coding ensued by classifying and tabulating the identified initial codes, and similarity or identity of the meanings of the initial codes was the basis for classification and tabulation. The axial coding stage gave rise to twenty-five classifications for the experiences of the informants in learning online physical education which constituted the initial list of categories or themes. The initial categories were subjected to selective coding, the final stage of qualitative data analysis, whereby overlapping categories were lumped together after a thorough analysis. Selective coding yielded four categories or themes which constituted the findings of the present study.

The number of categories was finalized using the CERES criteria for the determinations of categories (Ballena & Liwag, 2019): (1) Conceptual congruence, (2) Exclusivity, (3) Responsiveness, (4) Exhaustiveness, and (5) Sensitivity. Conceptual congruence of themes was observed when all of them belonged to the same conceptual level; in short parallelism is observed in the phraseology of themes. Second, exclusivity means that one identified theme should mutually exclude the others; thus, overlapping of themes was avoided. Third, responsiveness was maintained when the identified themes were the direct answers to the research problems or objectives of the research. Fourth, exhaustiveness was followed when the identified themes were enough to encompass all the relevant data contained in the transcripts. Fifth and last, sensitivity was observed when the identified themes were reflective of the qualitative data; in short, they had strong and material support from the data. Employing the CERES for the determinations of categories, five themes were established for the experiences of the informants in learning online physical education.

RESULTS AND DISCUSSION

This research study explored the experiences of second-year college students as regards online physical education, along with their recommendations to further improve the delivery of online physical education. Major findings were considered in this study wherein it talked about the experiences of students of online physical education and it dealt with the different recommendations to further improve the delivery of online physical education. Five major recurring themes were revealed in the study, which included: (1) Student-Teacher Interaction; (2) Technology-Related Experience; (3) Online Classroom Experience; (4) Pedagogical-Related Experience; and (5) Personal-Related Experiences.

Theme 1. Student-Teacher Interaction

One of the major themes that was revealed in the study is student-teacher interaction. It was revealed that many of the informants did not provide responses or comments for their teachers toward their online physical education activities which lead us to a sub-theme that includes:

Teacher Feedback Giving

The role of feedback in optimizing students' learning experiences could never be overstated. This has a direct impact on the professionalization of teaching in higher education. However, in this study, teachers' feedback produced an undesirable experience of the informants. Generally, many informants revealed an unfavorable experience towards teachers' feedback giving. Some of the verbalizations of the informants were as follows:

PE01: "*I don't know if all of my executions are correct or not due to teachers' not giving timely feedbacks as regards the submission of my active ties even after passing and* grading *my assessments, no comments at all.*"

PE10: "*And difficulty for me as regards to physical education delivered online is that no proper guidance or feedback between me and my professor, if only my professor leaves a comment in the LMS, that can help me ascertain what I'm doing right to improve my demonstration in the next activities.* "

Teachers should provide quality information to students about their learning in order to track students' success and development in demonstrating or performing their sports activities. Furthermore, students will track their own learning progress through the teacher's feedback. Concurrently, with the objectives of the study to emphasize the importance of feedbacks from teachers towards better educational outcome, online feedback immediacy is an important component to effective online communication (Ramlatchan & Watson, 2020). It is because an online presence that includes feedback is easily established within an online learning environment. Furthermore, feedback can be given and received through instructor-to-learner, learner-to-necessary because it provides learners with constructive academic feedback in which to reflect, inform, and adjust learning.

Moreover, for purposes of emphasizing the role of effective student-teacher interaction, majority of the respondents recommended that there is a need to have a regular monitoring of students' coping mechanisms in online education of physical education. Such monitoring and effective communication will resolve some academic

concerns of students and will thereby improve educational performance outcome while putting the guidance of the teachers nearer to the students. This recommendation was based from the following verbalizations:

PE01: *"Improve the communication between students and teachers and enhance students' engagements, teachers must implement appropriate activities that makes the students be more participative and increase their interest in Online Physical Education and also teachers must provide proper feedback to students to further have an active communication."*

PE05: *"Teachers should not always let their students' study on their own, they should also help them with their concerns because there are still some students that are slow learners that cannot cope up immediately with the lessons that are given to them."*

PE03: "*Due to the absence of face-to-face platforms, there had been some effect wherein teachers and students were not so close since they only appear on a virtual meeting.*"

Most of the time, the underlying concerns of the students in online physical education there were lapses of social interaction between teachers and students. With this, it eventually led to poor performance and outputs generated by students as a result of insufficient student-teacher interaction in an online learning system. The findings imply that teacher's feed backing has been an emerging issue among students in learning physical education in an online learning environment. The results affirm some of previous studies stressing that teacher's feed backing have been one of major issues and challenges being experienced by students in online learning (Dhawan, 2020; Putri et al., 2020; Yusuf, 2020). Hence, the need to monitor teacher's feedback mechanisms should be a prime consideration among school administrators. Students' confidence, self-awareness, and enthusiasm for learning can all be enhanced through feedback. Effective feedback can also help students adjust to higher education and may even help them retain students (Winstone & Boud, 2020).

Theme 2. Technology-Related Experience

This theme shows the effects of technology in both teaching and learning physical education through online. It was revealed that many of the informants encountered undesirable experiences and only few encountered positive experience which led to 3 sub-themes:

Use of technology

The use of technology increased students' participation, made information more available, improved learners' knowledge absorption and retention and boosted motivation and productivity. One of the advantages of integrating technology into online physical education classrooms is that learning can be expanded beyond a person and team sports techniques, abilities and guidelines. Generally, informants revealed a favorable feedback about using applications in doing their activities. Some of the verbalizations of the informant were as follows:

PE01: "*I think the integration of physical education online is quite effective. What makes it effective is that when doing the activities specifically the videos, technology or application found in the internet helped me edit and I have the ample time in doing it.*"

Using technology is of great tool in order for students to be creative and active in making their activities, this will also help them maximizing their time in doing other activities with their different subjects (Tindowen et al., 2017), especially during this kind of learning set-up brought by the pandemic. By using technology through varied avenues like Google Applications, the teaching of Physical Education curriculum will be better implemented achieving higher educational learning outcome (Koh et al., 2020).

Unstable internet connection

Another problem that may arise is when one or more students experience an unstable internet connection and unable to enter the class through the video platform. Even if the camera was disabled and only the voice function was retained, it was unlikely that they would be able to remain in the virtual classroom if they have a low bandwidth or limited mobile data. Generally, many informants stated an unfavorable experience towards unstable internet connection. Some of the verbalizations of the informants were as follows:

PE13: "*My teacher required us to follow and imitate her, but unfortunately not all of them can follow what she is demonstrating including me due to the slow internet connection. I can say that it is really hard to come up with the lessons because not all of them have a stable internet connection. Even if the teachers are discussing, still we cannot understand it because their voices aren't clear.*"

PE18: "*The challenges that I had encountered in learning physical education in online setting is the internet connection. Being in a country who is one of those countries who have slow internet connectivity, online setting of learning is a huge problem that I myself cannot solve.*"

PE20: "*The issue I encountered is my unstable internet connection since it always ends up going slow then comes back up again.*"

Internet connection is very important during online classes. This allows the communication between students and teachers. It also serves as a medium of information, educational resources and knowledge within a class discussion. Unstable Internet connection of both teachers and students is a major problem in online physical education. It does not only affect the teachers' ability to teach but also the students' willingness to learn. This is in consonance with results of previous studies which stated that e-learning modalities encourage student-centered learning and they are easily manageable during this lockdown situation (Jeong & So, 2020; Mukhtar et al., 2020).

With respect to the struggles of the students on weak internet connection, the respondents recommended that teachers need to minimize screen time and allocate their time properly by giving them ample time to effectively finish their tasks without pressure of not being able to send it on time. Also, such a recommendation will also help them to safeguard their health against emotional distress which might be brought by academic pressure governed by strict rules. The following were the verbalizations under the given recommendation:

PE15: *"Have lesser activities/assessment with more amount of the time for the deadline of submission."*

PE16: *"And as such, I also recommend that the teacher should give an extended time for their students to accomplish all the activities."*

PE02: *"Also, since it is about the health of the students minimize screen time and focus on activities that can help students to maintain their healthy body and mind."*

PE05: *"Students also need breaks to refresh their body and mind from much load and screen time as well."*

Indeed, there are lapses on internet connection and other instances that affect the students' learning process. This means that there has to be an allocation of time on demonstrations, giving activities, and deadlines of activities. Further, online learning is not all about who learns the fastest way but it is how the teacher assure that all the students can learn, thus, allocation of time is one way to improve the delivery of online physical education.

Theme 3. Online Classroom Experience

Another major theme that was disclosed in the study is online classroom experience. Students have the difficulty in online classroom because they do not have hands-on learning. Majority of the students cannot go through with their physical education activities because they do not have the sports equipment and have a limited learning space. Meanwhile, desirable experience was revealed in the study which talked about the accessibility of written material which led to three sub-themes that included:

Lack of Educational Facilities

Lack of educational facilities limits the ability of students to achieve various physical education learning and it hinders them to have an authentic learning experience. Hence, in this study, majority of the students had a difficult experience as regards educational facilities. Generally, many of the informants revealed an undesirable experience towards educational facilities. Some of the verbalizations of the informants were as follows:

PE04: "*Some activities require the use of facilities and equipment that are not available at home*."

PE07: "*Also, they are no equipment available in our house when the activity requires a piece of equipment*."

Indeed, many students don't have the materials that they can use to execute their different sports activities. Specific sports materials are not available in their respective houses. This is also a pressing concern in this kind of learning set-up since there are limited materials and resources available at home, especially that students are not able to go to school due to COVID-19 restrictions (Sonnenschein et al., 2021). The findings also affirm the results of previous studies that indeed, there is a difficulty in learning physical education at home due to limited resources and sports facilities (Almonacid-Fierro et al., 2021; Filiz & Konukman, 2020).

Lack of Learning Space

By definition, limited learning area referred to any venue other than a dedicated gymnasium or athletic field for physical education. This limits free movement, which

could cause a slew of problems and restrictions. As a result, a larger percentage of students in this sample were reported of having a small classroom area while participating in physical education events. Generally, many of the informants revealed an unfavorable experience towards learning space. Some of the verbalizations of the informants were as follows:

PE11: "*I don't have an environment that is suitable for the given practical examination because there are many distractions and space might be in appropriate for a certain activity such as badminton which needs a large area to engage with*."

PE16: "*Next issue is on the part of the environment because of some the activities I have to look for a wide space to perform the activities therefore; I often go to other places around our municipality like in the public park, unlike in the school we have our own field and gymnasium.*"

With lack of learning space, students could not also attain a full execution of movements when doing their sports activities. Consequently, there would be a decrease of strength preventing students from receiving a better physical education experience. The culmination of a lack of skill and the inability to obtain adequate quality experience may lead to greater issues over time. Previous studies claimed that students with conducive learning spaces have higher level of academic achievement and success in online learning than those lacking learning spaces at home (Andrew et al., 2020; Cahapay, 2020).

Access to Written Materials

This referred to any lecture slides, modules, video lectures that were presented in the Learning Management System of the students. In this study, majority of the informants provided a favorable experience in accessing their online learning written materials in online physical education. Generally, many of the informants revealed a positive experience as regards access to written materials. Some of the verbalizations of the informants were as follows:

PE02: "*Easy to access because I can read and learn the topics anywhere. Such as when I don't have anything to do, I just browse my LMS and open my P.E lessons and be prepared to work on my activities*."

PE19: "*It is better than the face to face learning since the information and lessons are held directly and in a modular way. In this setting the information is absorbed more relatively*."

Students' ability to easily access the learning content through modules, video lectures and lecture slides allows them to fully understand and assimilate their physical education lessons online with a great deal of time viewing, browsing and learning their learning materials.

Theme 4. Pedagogical- Related Experience

One more major theme that was transcribed in the study is pedagogical-related experience. This implies Physical Education instructors to provide a quality educational learning experience to students online. In this study, a mixed of experiences of students was revealed. Students who have more time in doing their online physical activities

connote a favorable experience while conveying the true value of physical education and teachers' demonstration produced negative experiences. The following were sub-themes under this category which included:

More Time in Doing Physical Activities

Teachers' providing enough time in doing physical activities to students allowed them to finish the tasks before the due date. This also made learning Physical Education online more productive. It was revealed that they have more time in doing their physical activities. Generally, many of the informants revealed a commending experience towards having more time in doing physical education activities online. Some of the verbalizations of the informants were as follows:

PE01: "*I had more time doing my online physical education activities despite having other activities in my other subjects as well. Also, I had more time to execute and demonstrate the said activities and pass it on time meaning I have the flexibility in terms of doing the activities.*"

PE18: "*I manage my time wisely because time management is important for me to avoid procrastination and disturbance from other activities.*"

Students' having more time in doing their physical activities allows them to accomplish their task in physical education and other subject online as well. Time management also helps them in dividing their time to do all their activities in different subjects thus, their allocated time in P.E is greater than their allocated time in other subjects online.

Conveying the True Value of Physical Education

The true value of physical education according to the majority of the informants is social interaction. Social interaction is the ability of the students to interact and cooperate to other students through various group activities. In addition, social interaction motivated students to be more engaged in doing physical activities and made physical education more enjoyable and less trying. In this study, conveying the true value of physical education which is social interaction was not met online. Generally, most informants revealed an adverse experience in receiving the true value of physical education in an online setting. Some of the verbalizations of the informants were as follows:

PE05: "*The true essence of physical education which is social interaction to peers was not met online.*"

PE15: "*It is impossible to be effective online classes since it is more on physical approach that theoretical approach and based on the governments' reason to add thin in our curriculum which is to implement healthy and fit body of the students, it is not really followed and accomplished through online classes.*"

The true essence of physical education when implemented online was an issue to the majority of the students. Due to this circumstance, lack of social interaction between students and teachers hindered learners to acquire the true value of physical education.

Lack of Teacher's Demonstration

Demonstration entails demonstrating by way of evidence, justifying or clarifying by the use of examples. Demonstrations to the students gauge their level of understanding about a certain unit of study as well as to ensure all students have equal opportunity to learn. However, in this study, demonstration of teachers was lacking. Generally, most of the informants revealed an undesirable as regards to teachers' demonstration of physical education online. Some of the verbalizations of the informants were as follows:

PE09: "*Physical education needs actual demonstration for effective teaching. I can't understand properly the lessons especially when it comes to steps and formation because of teacher lack of demonstration.*"

PE14: "*Too many lapses in online physical education such as ineffective teaching due to teachers lack of teaching demonstration in online classes.*"

Teachers' really have to involve themselves in demonstrating the different sports activities in physical education so that students can be able to have a full understanding of the lesson with the aid of teachers' demonstration. This will serve as their basis in doing their physical education activities online. The same was asserted by previous study stressing that demonstrations are useful for facilitating and developing learning, since they promote student interest in the lessons and provide teachers with a greater variety of pedagogical tools (Meng et al., 2020). Demonstrations can make the lesson livelier and make teaching and learning more enjoyable and interesting, leading to better understanding.

In connection to the relevance of pedagogy as one of the themes analyzed under this study, majority of the respondents recommended that teachers should employ more student-centered approaches and deliver the most appropriate learning tasks in order to correlate the objectives of subject courses on physical education and excellent performance outcome. The following are the verbalizations of the respondents under the foregoing recommendation:

PE19: "*I would recommend more concrete systems of procedures in terms of the content of the lessons, a more elaborated execution of students' physical activities.*"

PE02: *"Focus on activities that can help students to maintain their healthy body and mind."*

PE17: *"I hope that activities would be more practical like I and other students would typically do at home because with this, student will be more engage to the activities and even to enjoy the activities ourselves."*

With respect to student centered approach as recommended by respondents, it is an approach which encourages and enables students to be more engaged in and take more responsibility for their education (Tomas et al., 2019). Although not every classroom or class period will include all the components listed above, utilizing even one area can significantly benefit your students and create a more engaging classroom environment. In order to improve the delivery of teaching physical education in the online setting, teachers should design activities that are appropriate for the course program. It is because students usually perform individually, they suggested that activities should be given according to the availability of equipment and space where they will perform.

Activities must not also be deprived of the capability of the students to perform and rather let them discover what they can do and what changes should they adapt onto.

Theme 5. Personal-Related Experience

This theme shows the Personal-Related Experiences of the informant in online physical education. It was revealed that there were lots of factors that affect the informant's performance during online classes; they have encountered negative experiences and positive experience which lead us to 3 sub-themes which includes the following:

Learning style

Students learn in different ways which is referred to as learning styles. A person's' chosen method of absorbing, processing, comprehending and remembering knowledge. Furthermore, different types of learners will earn information at their own speed and convenience. Students created their own learning experience, not just at their own speed, but also based on their interests and learning preferences. The instructor's job is to guide students, provide input on their progress, and customize the learning experience to their needs. Generally, majority of the informants revealed an unfavorable feedback about her learning style. Some of the verbalizations of the informant were as follows:

PE05: "*I'm a visual learner. During our meeting, there is no entire demonstration of the games about the lesson and it is a problem for me to fully understand it.*"

PE17: "*But looking on the brighter side, this kind of learning system has boosted my confidence because I used to be shy to execute in front of my classmates but now, whenever I am done sending a video requirement, I don't feel bothered of their opinions as long as I did good*."

Every student has their own style of learning, some are linguistic learners, visual learners, kinesthetic learners, auditory leaners and many more. It is important that teachers must consider the diversity of learners in order to design varied strategies to catch their students' interest with their subjects. Educational settings whether in classroom or online gives an impact on students' academic performance. Some were good during face-to-face classes because they have enough confidence to talk in front of the class but during online classes some students excel because they are not bothered with the judgment of their classmates.

Easy in giving and learning lesson

Students performed better when they were given the opportunity to fully engage with the knowledge they are studying especially when instructors give easy lessons to learn. It nourished the brain by allowing it more time to connect new and old knowledge, correct previous misunderstandings, and rethink previously held beliefs or opinions. Generally, many informants revealed a sensible experience about easy in giving and learning lesson. Some of the verbalizations of the informants were as follows:

PE02: "*When it comes to learning and giving lessons, online is easier.*"

PE16: "*If I were to assess this education learning performed through online, it would be 7 out of 10 because I can understand the lesson via the modules.*"

PE19: "*According to what I had absorbed during the assimilation of Physical Education in online platform, it is better than the face-to-face learning, since the information and lessons were held directly and in modular way.*"

Some students really admired an online set-up of class because they were comfortable and interest them to learn. It is easy for them to cope with the discussion when it is given online via modules. Concurrently, online learning helped ensure remote learning since it was manageable, and students could conveniently access teachers and teaching materials. It also reduced the use of traveling resources and other expenses. It eased administrative tasks such as recording of lectures and marking attendance. Both the students and teachers had an opinion that online learning modalities had encouraged student-centeredness during this lockdown situation. The student had become self-directed learners and they learnt asynchronously at any time in a day.

CONCLUSION

The study concludes that students have both desirable and undesirable experiences in learning online physical education in the midst of COVID-19 pandemic. Despite the implementation of flexible learning, online physical education is commending because students find it easier to learn their lessons with the video lectures, learning materials and other instructional strategies provided to them. Aside from the effective technology integration, students can easily access the learning materials which they can go over again as well as they have more time in doing physical activities. On the other hand, in its first year of implementation, students also experienced lapses in online physical education such as the lack of accurate feedback of teachers to their tasks, unstable internet connection, lack of educational facilities and learning space, lack of teachers' demonstrations, lack of interaction, and most importantly, their varying learning style. Their recommendations focused on teacher's regular monitoring of students, teacher's use of effective online strategies in teaching P.E and teacher's providing enough time for physical education activities.

The findings of the study had a variety of implications. First, there is a need to study and organize methods for online physical education programs, as well as to assess the overall efficacy of such programs. Second, in light of physical education teachers' increased expertise gained through the operation of online physical education classes, it is necessary to investigate the potential of online physical education classes linked to face-to-face physical education classes in order to assess their respective effectiveness and potential possibilities. Third, future research should examine the educational value of adjusting existing pedagogical techniques, content, and assessments, and so on to more successfully teach online physical education classes in order to build a theoretical framework for online physical education classes.

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