



Private tertiary students' unspoken thoughts in learning physical education amidst COVID-19 pandemic: Implications for intervention

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ABSTRACT

COVID-19 Pandemic has impacted Higher Education worldwide, resulting in school closures to enforce social distancing protocols. Educational Institutions face profound changes in planning, implementing, and assessing their system, particularly in the Philippines. There is meager research on how COVID-19 influenced the educational system in the academic profession. As a result, this study utilized a Qualitative Phenomenology Research Design to explore further the information concerning private tertiary students' experiences learning physical education in the context of the COVID-19 Pandemic. Specifically, this study investigated the Private Tertiary Students' lived experiences, coping mechanisms, and generated sensible suggestions to better implement the Tertiary Physical Education amidst the COVID-19 crisis. Using purposive sampling technique, 35 participants from private tertiary schools in the Cotabato Province in the Philippines took part in this qualitative research. Using open-ended questions as main instrument for the interviews, the necessary data were gathered and analyzed using the framework developed by Miles and Huberman - data reduction; data display; and conclusion drawing and verification. The findings of this study conclude that the lived experiences of private tertiary students were influenced by resource availability, support, and management, teaching and learning strategy, and student-teacher engagement. Improvements to facilities and equipment must be another focus of the school to increase students' learning experiences and boost their interest in physical education, which is essential for obtaining the desired performance rate and level of physical competence in the curriculum. Thus, this study implies that teachers should work conducive to professional growth and must interact with the learners and utilize adequate and efficient teaching strategies for the online learning of physical education. The findings were then used to develop conclusions and recommendations that can be used to improve and design interventions in online learning of physical education in the Philippine Private Tertiary schools.

Keywords: Private tertiary students experiences; phenomenology; online learning; students challenges

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INTRODUCTION

Due to the threat caused by the COVID-19 Crisis, Philippine Government temporarily closed schools from March 11 to 14, 2020, until multiple similar suspensions of classes were announced in other regions of the country. However, as the number of reported cases grows, it is evident that schools will have to reopen later. In addition, President Duterte stated that schools would not reopen until vaccination is available in the Philippines; however, it was clarified that the President was just referring to the suspension of face-to-face classes. According to the statement, the idea was to include distant learning modes that would allow students to continue their education from the comfort of their own homes. Findings indicated that by mid-April 2021, 96 percent of

learners worldwide, or 1.58 billion learners, were impacted by the Pandemic in over 200 nations (Mseleku, 2020). On the contrary, approximately 28 million Filipino students from all levels of education remained at home and followed the Philippine government's quarantine measures (Rapanta, 2020).

In the face of the COVID-19 Pandemic, HEIs (Higher Educational Institutions) across the country initiated proactive actions to ensure that education continues in response to the needs of the learners, particularly the 3.5 million tertiary-level students enrolled in approximately 2,400 Higher Education Institutions (Meng, Hua, & Bian, 2020). Various learning modes were implemented to enable and provide learning activities to students. For example, consider the operation of online classes or learning, which can be carried out in various ways, such as simultaneous real-time lectures and time-based outcomes evaluation, or asynchronous delayed-time activities, such as pre-recorded video lectures and time (Carter, 2016), independent assessment (Mseleku, 2020). In actuality, the need for transforming current face-to-face classrooms into online classes is not a fad in many educational institutions (Chiasson, 2015).

The COVID-19 Pandemic has influenced higher education throughout the world, resulting in thousands of school closures in a short amount of time to impose social distancing norms. Colleges and Universities worldwide have shifted to full distance learning making all lecture and Laboratory activities virtual. The inadequateness of resources have led to the reduction of learning (Bao, 2020). Educational institutions, notably in the Philippines, are undergoing significant transformation in planning, executing, and reviewing their systems (Toquero, 2020). There have already been a few studies done on COVID-19 from various medical sectors as well as other medical-related domains (Abdulmir, & Hafidh, 2020; Gondauri, Mikautadze, & Batiashvili, 2020; Meng, Hzia, & Bian, 2020). However, very meager research is done concerning the educational field on how COVID-19 or SARS impacted the educational system (Bao, 2020; Guo, Cao, Hong, Tan, Chen, Jin, & Yan, 2020; Sintema, 2020).

Thus, no existing study in the Cotabato province in the Philippines that examined the lived experiences of private tertiary students in learning physical education amidst the COVID-19 Pandemic, based on local literature, both print and online making this pioneering research that can be used as baseline for further research in the future. There is a need to conduct this research to investigate the lived experiences of Private Tertiary Physical Education students so that learning institutions can address existing issues and prevent further problems to their students. The purpose of this study was to narrate the lived experiences of private tertiary students learning physical education during the COVID-19 Pandemic as a foundation for designing appropriate interventions for any concerns identified throughout the study. This was made feasible by interacting with students at private tertiary institutions to collect their sentiments and concerns, especially concerning their experiences learning physical education during the COVID-19 Pandemic. Specifically, it answered the following research questions:

1. What were the lived experiences of private tertiary students in learning physical education amidst the COVID-19 Pandemic?
2. What were the coping mechanisms of the students to enhance their experience in learning physical education amidst the COVID-19 Pandemic?
3. What were the students' feasible suggestions to enhance their experience in physical education?

This study was also significant for the participants because it allowed them to express themselves and share their worries and learning experiences. These findings will help improve physical education instruction and learning in the new normal

education. This research also benefited private tertiary institutions by identifying flaws in their schools and developing remedies.

Finally, this study will act as a reference and resource for future scholars. This study will help them better understand how learning and teaching Physical Education can help create change. The researchers relate the actual experiences of private tertiary students studying physical education during the COVID-19 Pandemic. This will inspire other educational scholars to establish and introduce study on how the Pandemic affected global educational systems.

METHODS

Research Design and Procedures

The phenomenology research design was used in this study. The phenomenological analysis is a qualitative research approach that describes and explains the participants' lived experiences in each study context (Smith, Jarman, & Osborn, 1999). Furthermore, understanding people's perceptions and perspectives in a given problem or circumstance is part of this approach. This study examined the lived experiences of private tertiary students studying Physical Education during the COVID-19 Pandemic.

In conducting this research, the researchers ensured first an approval letter asking permission from different research environments to conduct this study. After the request was granted and potential participants had been identified, the researchers ensured to give an informed consent contract to the research participants. A Series of interviews were scheduled at the time and place convenient to them.

Gathering the data precisely, the researchers underwent an in-depth interview (IDI) utilizing the guide questions given to the participants as the primary tool in collecting the data. All discussions were audio-recorded and translated verbatim. Validation and triangulation were done to eliminate confusing terms and clarify different responses from the research Participants.

Research Participants and Materials

The primary participants for this research were fifty tertiary students from the selected private tertiary schools in Kidapawan City, Philippines. Students coming from Notre Dame of Kidapawan City (NDKC), Central Mindanao College (CMC) and Colegio de Kidapawan (CDK) served as the primary sources of data. This research qualified them to be the participants simply because they have lived experiences in learning Physical Education amidst the COVID-19 Pandemic. Research participants were purposively chosen in this study. Purposive sampling is a non-probability sampling, and most researchers use it as it is an outstanding tool for research in phenomenology (Creswell, 2002).

Data Analysis and Interpretation

This study utilized the framework developed by Miles and Huberman (1994) to analyze and interpret the qualitative data - data reduction, data display, and conclusion drawing and verification. The method of coding and reducing the codes and converting the derived data into figures, tables, or discussions was known as data reduction. Data reduction gathered the required information by categorizing the participants' replies and extracting the essential and relevant information. The resulting data is next transformed into figures, tables, or discussions. Thematic analysis was a method of data sorting, and it was used to categorize qualitative data.

On the other hand, data display was the presentation of organized data. This step facilitated the flow of information to the point where conclusions were drawn. After the replies to the questions had been analyzed, a conclusion drawing and verification were done to describe the primary inputs found in the study. Verification strengthened the conclusion by reexamining the data as many times as necessary until the desired confirmation level was achieved.

RESULTS AND DISCUSSION

The virtual interviews revealed the participants' experiences, viewpoints, and insights, which are presented in this chapter. It is separated into three parts: the first provides qualitative data from the participants, the second contains data analysis processes and steps in categorizing the themes. The third section focuses on the interviewees' responses to the questions under each research question.

Table 1. Themes and Core Ideas of Lived Experiences of Private Tertiary Students in Learning Physical Education Amidst COVID-19 Pandemic

Major Themes	Frequency of the Responses	Core Ideas
Students obtained increased knowledge and an understanding of the critical role of physical education in times of Pandemic.	General	Through the students online learning experiences, they have gained further knowledge about Physical Education
	Variant	Students saw the importance of Physical Education during this time of Pandemic
Students have challenges with online learning since it relies on technology as a medium to deliver instruction.	General	Due to the poor/loss of internet connection, students faced difficulties in making and submitting their activities on time
	Typical	Students find it challenging to connect with their instructors because of the poor/loss of the internet connection
	Variant	Students are absent or attend the class discussions late because of the level of their signal
Students often have difficulty approaching inconsiderate and unresponsive teachers.	General	Instructors are not approachable
	Typical	They don't give any consideration to their student's valid reasons
	General	Most of the time, they don't entertain or give response to the queries of the students
Students struggle to absorb their lessons well due to their teachers' shallow discussions.	General	Students can't understand the lesson well because of the unclear explanations and misleading instructions given by the instructors and learning materials
	General	Students always have queries about the instructions given to them

Major Themes	Frequency of the Responses	Core Ideas
Lack of students' commitment to their academic responsibilities	General	Students relies on their classmates displaying the act of being irresponsible
	General	Students are not participative in their group activities
	General	Students faced difficulties because of their differences with their classmates in terms of time, setting, ideas, and interest.

Legend:

- General - response mentioned by 50% or more of the participants
- Typical - response mentioned by at least 25% but less than 50%
- Variant - response mentioned by less than 25% of the participants

Theme 1: Students Obtained Increased Knowledge and an understanding of the Critical Role of Physical Education in Times of Pandemic.

The first central theme focuses on students' favorable experiences while taking physical education classes online. Due to the Pandemic, the educational system mandated distance learning to ensure that students' learning progressed despite the adjustments. Online teaching is becoming a more popular educational resource, even in the case of physical education (PE) (Killian, 2019), where several studies have indicated benefits for students in terms of motivation, achievement involvement, or its extracurricular aspect (Alsauidi, 2015; Carter, 2016; Ponce, 2018). Online learning in physical education met the curriculum's objectives, and it notably aided students in gaining lessons and additional knowledge necessary in this pandemic.

Physical education instructors understand the importance of creating relevant and engaging activities to encourage students to live an active lifestyle. Although the coronavirus pandemic has disrupted traditional physical education, teachers have encouraged students to remain active, mainly because students are more passive when learning online. Teachers prepare and deliver classes from home, with all the practical and technical aspects (Yates et al., 2020). Includes aspects of online teaching's technical and administrative elements using platforms and tools and organizing workflows. It also includes the pedagogical foundations and principles of knowledge needed to create and facilitate meaningful online learning experiences.

Additionally, through the activities and lessons taught and learned in online learning, students honed their understanding and gained further knowledge and ideas in physical education. In making the most of the opportunities afforded by online learning environments, instructional design and organization play an essential role (Anderson, 2004). The testimonies of the participants supported up the claims:

"...she shows us how living healthy can be enjoyed amidst of this pandemic, so she teaches us on how to be healthy, during the times that she gives us activities like we do exercise, she gives activities on how to be physically fit especially during this pandemic, and helps us to lessen stress." (2-P5)

"...during the times that my instructor teaches me, I see how important Physical Education is to me, and that's positive. Through tasks, activities, and discussions, I learned a lot, and I see the importance of physical education." (3-P10)

Theme 2: Students have Challenged with Online Learning Since it relies on Technology as Medium to Deliver Instruction

This theme exposes students' difficulties with online learning because it relies on technology. "Teaching using technology is not a one-size-fits-all strategy," This means incorporating technology into teaching methods and creating learning experiences adds to the list of issues to consider. The ability to provide immediate feedback via the online environment increases the potential for evaluation to be delivered and submitted in this manner (Anderson, 2004). Assessment concerns such as technical issues, complexity, activity sequencing, and learning a new medium have been recognized as barriers to integrating communication systems and assessment in the learning environment.

Despite students' recognition of the benefits of using technology to help their learning, a problem develops because of the software's technological limitations, notably in terms of functionality. This can sometimes be a source of frustration for students and facilitators/staff, as seen by student feedback and experience from multiple online classes over several years. E-learning relies on the internet and computers, which students may or may not have access to, and disruptions or other system errors may occur throughout courses. Students' capacity to organize how they study and how much time they spend learning can often lead to a loss of motivation, a lack of physical interaction, and the presence of peers (Coman, 2020). Their responses admit that it's a challenge for them to attain the learning outcomes because of their difficulties due to poor internet connection.

"...The main challenge is the internet connection because I need to finish and pass even though I only have a poor internet connection." (2-P2)

"...The most challenging part for me is downloading the learning materials every time sir posts it because in my place the internet connection is inferior." (3-P10)

Some students were frustrated by the challenges caused by a poor/lost internet connection, and they had difficulty creating and submitting their tasks on time. Students also stated that poor/lost internet connections make it difficult to communicate with their instructors. Because of their signal quality, students are missing or arrive late for class discussions. On the other hand, students also stated that they faced challenges with accessibility, connectivity, a lack of appropriate devices, and social issues reflected by a lack of communication and contact with teachers and peers listed as the key challenges they faced.

"...The negative experience is the signal, the lost or low of internet connection and if we ask questions about the activities, they can't respond because of the internet connection." (2-P5)

"...The loss of their internet connection and an interruption during discussion and the class hours will be wasted." (2- P6)

Theme 3: Students often have Difficulty Approaching Inconsiderate and Unresponsive Teachers.

This theme is about students' difficulties connecting with and communicating with their professors, and their shared experiences revealed that instructors are not approachable. When asked what kind of interaction they wanted with instructors, the

students replied that teachers should be present and active regularly.

It's critical to respond to inquiries quickly since students will begin sending questions via Private Messenger messaging if you don't. Obstacles in students' learning processes include low motivation, delayed feedback, or assistance because teachers are not always available when students require assistance during learning. Nonetheless, these challenges can be addressed with the aid of teachers who should tailor their teaching tactics to the needs of their students. To do so, experience and understanding of teaching in an online context are required. Teachers do not ask for their attention or interact with them much, and changing the way teachers connect and communicate with students is another problem (Gillett-Swan, 2017). The students' need for controlled and "efficient" instruction and constructive learning benefits from exchanging ideas and at least some degree of interactive flexibility from their instructors, but instructors are not approachable.

"... It seems like they don't want to be disturbed and during the times that someone asks them, they answer it in a resentful manner." (2-P4)

"...the instructor doesn't have patience during the times that he asked questions, he doesn't give us time to think and answer his question, and he gets angry, wherein fact not everyone has a good internet connection." (3-P10)

Theme 4: Students Struggle to absorb their Lessons Well as a result of their Teachers' Shallow Discussions

The inconsistency of the instructors' areas of competency and their teaching responsibilities are highlighted in this topic. Students cannot comprehend the lesson due to ambiguous explanations and false information in the teachers' instructions and the learning materials. Students believe teachers should know how to adapt their lectures to the online environment, rather than simply transferring information that was previously taught traditionally, and that they should provide an adequate number of projects and assignments in their study of students' experiences during online courses.

Instructors must be systematic and structured in their online content development and provide clear and defined deadlines, participation, and course expectations for students to achieve course objectives and outcomes. Responding to students and offering as much clarity and transparency about course requirements and success criteria are tremendously beneficial to all parties involved. Effective delivery of instruction is an essential part of teaching practice (Sowell, 2017). Students faced challenges as they experienced difficulties understanding the lesson well because of the unclear explanations and misleading instructions given by the instructors and learning materials that always ended them having queries about the instructions given to them.

"...terms used by the instructor is confusing as well as their opinions are different." (2- P6)

"...there are instructions that I misunderstood or unclear, and an example of this are those activities posted in the Google classrooms, the reason why we do wrong outputs." (3- P9)

Theme 5: Lack of Students' Commitment to their Academic Responsibilities

This theme emphasized students' lack of dedication to their academic responsibilities since they rely on their classmates, they are irresponsible and do not participate in group activities, especially in collaborative learning assignments when individuals may be barely navigating the system on their own, let alone needing to manage the complicated surroundings of group interaction and social negotiation.

While group work is an essential part of education because it helps students acquire various interpersonal and transferrable skills, students find it challenging to regulate teamwork and impact the team's outcomes when other team members have opposing viewpoints. The active participation of many students in these courses, who participate individually based on their own goals, prior knowledge, and skills, is a critical determinant in success (Tagare & Villaluz, 2021).

Students expressed dissatisfaction with the difficulty in agreeing on schedules. Their shared experiences revealed that students rely on peers who engage in risky behavior.

"...Some are just relying on, and they don't share and give their ideas and thoughts in the group activities." (2-P2)

"...They're not cooperating because they are doing some personal work, they have work, and we have different available time, and we are not the same that's why it's hard to collaborate and cooperate." (2-P5)

Table 2. Themes and Core Ideas of Students Coping Mechanism to Enhance their Experience in Learning Physical Education Amidst COVID-19 Pandemic

Major Themes	Frequency of the Response	Core Ideas
Students allot sufficient time for self-learning to review their lessons	General	Students have made adjustments to make the learning process becomes effective for them
	General	Students have developed strategies in coping up lessons
	General	Students managed their time and organized their work
Consistent collaboration with their classmates to reinforce their understanding	General	Students patiently understands their classmate's situation
	General	Students Allocates time to reach out to their classmates

Legend:

- General – response mentioned by 50% or more of the participants
- Typical – response mentioned by at least 25% but less than 50%
- Variation – response mentioned by less than 25% of the participants

Theme 1: Students Allot Sufficient Time for Self-Learning to Review their Lessons

This theme unravels one of the students' mechanisms in managing and enhancing their learning experience in physical education during the new normal mode of learning and has revealed online learning has added a new dimension to self-learning. Independent or self-directed learning is a process in which individuals take the initiative, with or without the support of others," defines independent or self-directed learning (Knowles, 2002). They describe their academic needs, set learning goals, locate learning materials, choose, and implement learning tactics, and assess learning

outcomes. Self-directed learners are students in charge of and self-regulate their learning.

While in class, students managed their time, an asset for a learner since it necessitates changes in curricular and methodological concerns and affects students' ability and motivation to pick and complete a program of study. It's a challenge to make teaching and learning more efficient using the clock: it necessitates improved instructional tactics, technologies, and time management (Serdyukov, 2012). Time is an absolute aspect that impacts a learning experience. Time allocation is one of the most effective operational decisions since it is the most controlled. The flexibility of online learning, which is one of the most advantageous features of this format appealing primarily to adult learners, affects education.

Students have made modifications, organized their work, and handled their responsibilities, demonstrating enhanced flexibility during the learning process to the learning process to make it more successful for them and allot sufficient time during their learning process. Students shared their devised techniques for dealing with difficult lessons.

"...Allocate time for the topic and do time management. Do the work that must be done so that activities will not pile up." (2-P3)

"...Time management, do self-study/learning to understand the lesson well and invent daily planner and manage the time." (2-P5)

Theme 2: Consistent collaboration with their classmates to reinforce their understanding

This theme shows the students who work together with their classmates to further their comprehension of the situation, interaction among students (the need to establish the learning community). In an online discussion, student interactions appear to be very important. One of the cornerstones for the growth of online learning communities as establishing a social presence or perceived contact with others.

An essential component of an engaging virtual learning dynamic is collaborating with students in conversations and fostering peer-to-peer collaboration. The peer-to-peer interactive design encourages collaboration and fosters a feeling of connection. A collaborative e-learning course with student interactive interaction enables reflective peer conversations (Goodwin, 2017). One of the most influential characteristics of online courses appears to be student interaction through course discussions (Swan, 2000).

Students shared how they managed their connection with their classmates, especially during group activities. They stated that they patiently understood their classmate's situation and allocated time to reach out to their classmates.

"...Connect to the group and generate ideas in deciding what answer to choose, especially in group activities." (2-P3)

"...Make time to talk to them and participate in group meetings so that we can get to know them or socialize and to know what to do in the activities." (3-P7)

Table 3. The Themes and Core Ideas of the Students Feasible Suggestion to Enhance their Learning Experience in Physical Education

Major Themes	Frequency of the Responses	Core Ideas
Teachers must improve their online teaching strategies to assist students in comprehending lessons virtually	General	Teachers should utilize effective teaching strategies to make their students attentive and active in the class
	Typical	Teachers should patiently understand the students and be approachable
	General	Teachers should deliver expertise in teaching Physical Education during online learning
Students and Teachers must devote sufficient time and patience to the learning process and communicate well	General	Instructors and students should allocate enough time during the teaching and learning process
	General	Instructors and students should patiently understand each other
	Variant	School should provide equipment for the performance of the students
Invest in upgrading equipment to boost students' interests in physical education	Variant	Teachers should have enough background and knowledge in Physical Education
	Variant	The school should examine the background and capabilities of the teacher before hiring it as a Physical Educator
	General	They should provide supplementary materials for learning

Legend:

- General – response mentioned by 50% or more of the participants
 Typical – response mentioned by at least 25% but less than 50%
 Variant – response mentioned by less than 25% of the participants

Theme 1: Teachers must improve their Online Teaching Strategies to Assist Students in Comprehending Lessons Virtually.

This theme emphasizes the importance of improving the online teaching strategies to assist students in comprehending their lessons virtually. The range of synchronous and asynchronous modes of communication used in the online learning environment presents additional opportunities for interaction and participation for externally enrolled students, particularly concerning group work activities. This is in the ways that students interact with one another, interact with the teaching staff, and interact with the content/subject matter through multiple formats.

Using various learning strategies to provide a comprehensive foundation for different learning styles can benefit. Although an online course is often asynchronous, it may include synchronous real-time interfaces such as set deadlines for assignments and interaction, online quizzes/examinations, and specific content for weekly discussion. Blending tactics to vary the flexibility of online educational activities can help to improve learning results and experiences. Students have access to increasingly flexible delivery formats, which provide different courses and opportunities for those seeking further education.

Students shared their suggestions for the teachers to utilize effective teaching strategies to make students attentive and active in the class. They added that teachers should patiently understand their situation and be approachable. The instructor should deliver expertise in teaching physical education during online learning.

"...instructors should deliver their topics well during their schedule, make sure that the students have understood the topics before proceeding to the next one." (2-P3)

"...The instructors should make a strategy or method to teach the students in a lively way so that students will not feel sleepy during class, and it's helpful to the students. Do brainstorming so that they will be participative and active students." (2- P6)

Theme 2: Students and Teachers Must Devote Sufficient Time and Patience to the Learning Process and Communicate Well with One Another

During the teaching and learning process, instructors and students should set aside enough time and carefully listen to each other. Teachers must be present and responsive to students' needs to improve their engagement and participation in the educational process (which is lower in the online environment). Teachers should come up with solutions when students have technical challenges accessing the information offered during classes; if solutions cannot be found, the least teachers can do is understand and not punish students for such situations.

Students need to obtain teacher feedback, but it is also essential for the online instructor to understand what hinders and enhances the learning process to continue developing the teaching-learning relationship. Allowing students to express their opinions can provide valuable insight into how one educates and develops professionally. The fundamental core of teaching is having an active presence, assisting students through the learning process, and improving their grasp of the topic while promoting a sense of proactive and student-centered learning. They need organization, structure, well-defined boundaries, and transparent criteria to succeed in an online course. Participant's response implies and suggested that both instructors and students allocate enough time during the teaching and learning process and should patiently understand each other to establish smooth and interactive online interaction.

"...They also need to listen and feel the students, if they find something difficult for them to understand." (3-P10)

Theme 3: Invest in Upgrading Equipment to Boost Students' Interests in Physical Education

To improve the integration of e-learning, more faculty and equipment development is essential. Students must be aware of the time commitment and familiar with technology, but teachers must also be trained in the acceptable pedagogical strategies for an online course. The ultimate goal is to create an e-learning course that does not overwhelm students but instead allows them to absorb the essence of the content and internalize it to apply it to practice later. To attain this goal, it is critical to design and implement a learning process that promotes and promotes good experiences for both students and educators (Carter, 2016).

Before hiring a Physical Educator, the school should check the teacher's background and ability and supply equipment for the students' performances. The essence of a profession is advanced training, and hence the way to best professionalize teaching is to

upgrade teachers' knowledge and skills through enhanced training and professional development. Teachers should have sufficient experience and expertise in physical education, given the importance of credentials to professions. Not surprisingly, upgrading the licensing requirements for teachers has been an essential issue in school reform and provides additional learning tools. Due to the apparent importance of expertise to professions, specialization is one of the most crucial characteristics of professionals—they are not generalists, amateurs, or dilettantes but experts in a specific body of knowledge and skill.

This idea of mastering complicated skills and information at the professional level is a continuous process, and professionals must constantly update their skills as the body of technology, talent. Knowledge evolves essential in online learning, as participants response these claims are supported by the students' suggestions during the online experience in physical education.

"...my suggestion to the school is they should give attention to the subject and make programs about this subject so that everyone will see its importance and they will enjoy this subject especially in this time of pandemic that we need it." (Second Year-P4)

"...the school may provide gadgets and a free strong internet connection to the students. They may also provide equipment that the students can borrow during performance tasks or videos because there are students who can't even provide or afford other sports equipment that is needed in the activities." (Third Year-P7)

CONCLUSIONS

The findings of this study conclude that the lived experiences of the Private Tertiary Students were influenced by the resource availability, support and management, teaching and learning strategy, and student-teacher engagement. Those were obtained for students when they worked in an online learning environment.

Thus, this study implies that teachers should work conducive to professional growth. They must interact with the learners and utilize adequate and efficient teaching strategies for the online learning of physical education. Improvements to facilities and equipment must be another focus of the school to increase students' learning experiences and to boost their interest in physical education, which is essential for obtaining the desired performance rate and level of physical competence as implemented in the curriculum.

This study concludes that students have difficulty adjusting to the new normal education system of the COVID-19 Pandemic. Students were frustrated by the challenges caused by poor/lost internet connection, and they had difficulty creating and submitting their tasks on time. Students also stated that poor/lost internet connections make it difficult to communicate with their instructors. Technological barriers reduce the efficiency of their learning experiences, as the strength of the internet connection varies according to the students' geographical location. Additionally, the instructors being inconsiderate and unresponsive affects the students' physical competence growth, participation, and motivation in their learning process, and these were challenges for them to overcome.

Additionally, conflicts arose due to students' varied abilities and personal differences and were viewed as another challenge for them in this online learning in pedagogical content understanding. This study concludes that the method employed by teachers to

facilitate students' learning progress can influence the students' interests and abilities in attaining the learning outcomes of the program.

Finally, this study concludes that private tertiary students encounter significant challenges in physical education online learning. This is partly due to lack and unclear information and instructors unable to respond immediately to the students to provide further clarifications and information curriculum. As a result of these flaws, these students have difficulty learning progress. Hence, based on the findings and conclusions of this research, the following are hereby recommended: (1) Teachers should think of more efficient online teaching strategies to boost students' learning and should be approachable and considerate, knowing that students also face the challenge of online learning, (2) Lessons must be elaborated well so as not to compromise learning and students must be responsible for their academic requirements, too, (3) Students must allocate extra personal time to review their lessons and constant collaboration with their peer-recommended to reinforce understanding, (4) Students and teachers must devote sufficient time and patience to the learning process and schools must invest in upgrading facilities and equipment to boost Students' Interests in physical education.

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