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The Lived Experiences of the Bachelor of Physical Education Students in Online Learning Modality

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ABSTRACT

The purpose of this study was to look into Bachelor of Physical Education students' common patterns of online learning experiences to inform researchers and instructors about the current state of learners' online learning experiences as a foundation for considering online learning suggestions and curricular designs. The participants of this study were the 3rd Year Bachelor of Physical Education students of University of Mindanao Tagum who were enrolled in the School Year 2021-2022 and engaged in Online Learning Modality. The study was a phenomenological approach, intending to identify the lived experiences of Bachelor of Physical Education students in online learning modality. From the study results taken from the responses of both the in depth interviews and the FGD participants, poor internet connection, limited and inefficient online learning resources, and being proactive and resourceful are the responses that most participants answered. Understanding the lived experiences of Bachelor of Physical Education is essential. It helps us understand the Bachelor of Physical Education students' perspectives on Online Learning Modality. It also helps broaden the student's knowledge in determining the advantages and disadvantages of online learning.

INTRODUCTION

Many nations worldwide have shuttered schools, colleges, and institutions in response to the COVID-19 problem to stop the virus from spreading. Authorities, administrators, and instructors were pushed to explore substitutes for face-to-face instruction to ensure that children's right to education was protected. Various institutions have embraced internet teaching (and learning) on a massive scale, typically in conjunction with popular distant learning media like television or radio. As a result of the pandemic-induced shift to online training, PE teachers encountered various challenges (SHAPE America [Society of Health and Physical Educators], 2020). Teachers with little or no training in distant PE education lacked expertise and resorted to "trial-and-error" tactics in PE, a traditionally neglected discipline (Richards *et al.*, 2018).

In the Philippines, as a way to reduce the spread of the virus, various health protocols such as wearing a mask and a face shield, regular washing of hands, regular disinfection of surfaces, and avoiding crowded spaces were established. The majority of countries have announced the temporary closure of schools impacting around 1.6 billion learners worldwide, with more than 28 million learners in the Philippines (UNICEF, 2020) since the government, through the Department of Education, also prohibited for the meantime, the conduct of face-to-face classes; thus, educators had to adapt to new means of teaching beginning school year 2020-2021.

Therefore, to avoid an academic freeze, distance learning was actualized. In Manila, Philippines, erratic Internet connection, lack of equipment, and space were the central issues that gave PE teachers in junior high schools a hard

time performing their job. When the students' focus becomes affected, it causes them to be passive during an online class. Also, students struggle with their execution because correcting performance virtually was difficult for physical education teachers. Having direct contact with the students, such as what traditional classes offer in comparison, was still better than the two. In a traditional class, teachers can quickly assist the students' movements, which is why only a few can comply with the teachers' criteria. This decreases knowledge transfer because teachers' feedback is not being carried out immediately (Aguinaldo, 2021).

MATERIAL AND METHODS

The participants of this study were the 3rd Year Bachelor of Physical Education students of University of Mindanao Tagum College who were enrolled in the School Year 2021-2022 and engaged in Online Learning Modality. Among those non profitability sampling techniques, purposive sampling was used in qualitative research to identify and select relevant data linked to the topic of interest. The study was a phenomenological approach, intending to identify the lived experiences of Bachelor of Physical Education students in online learning modality. In our study, we interviewed seven (7) individuals for the in-depth interviews (IDI) and seven (7) for the focus group discussion (FGD). In qualitative research, questions about the number of participants included have been presented. This study was to seek the following questions: What are the actual experiences of Bachelor of Physical Education students in the online learning modality?; How do BPE students cope with the

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challenges of online learning modality?

RESULTS

The information gathered through seven (7) in-depth

interviews; four (4) males and three (3) females and seven (7) focus group discussions; three (3) males and four (4) females about the respondent lived experiences in online learning modality.

Table 1: Essential Themes and Core Ideas on the Actual Experiences of BPE students in Online Learning Modality

Essential Themes	Core Ideas
Poor Internet Connection	<ul style="list-style-type: none"> • “I believe we all experienced E-learning, and the internet connection is sometimes poor, so it is hard sometimes, especially in areas like the province since the connection there is unstable.” (IDI1) • “I needed to go to other places where the internet connection is stable just to connect to the peso WIFI, and that helped me to continue my studies.” (IDI2) • “I could say that internet connection is a hindrance to an effective and fluid online learning process.” (IDI3)
Limited and Inefficient Online Learning Resources	<ul style="list-style-type: none"> • “I have problems also concerning my laptop; it lags sometimes.” (FGD3) • “I only used a cellphone, and one of the disadvantages of using a cellphone only is when you attend a google meeting and at the same time open a PDF file for a module.” (FGD4) • “My phone lags, and that became a problem for me.” (FGD4)
Proactive and Resourceful	<ul style="list-style-type: none"> • “Through this online learning, I realized that we should be adaptive in any instance in our lives.” (FGD1) • “By experiencing this difficulty, I think it contributed to making me realize that I have to be always prepared like having a backup data connection.” (FGD2) • “This difficulty of mine reminds me that as a student, I have to be ready always and prepare for all the possibilities to have a continuous class.” (FGD3)

Table 2: Essential Themes and Core Ideas on Coping with the challenges in Online Learning Modality

Essential Themes	Core Ideas
Time Management	<ul style="list-style-type: none"> • “One of my strategies in E-learning is time management. It is vital for me as a housemate. I am the one responsible for managing my time.” (IDI1) • “I also sleep early and follow my daily routine by time management.” (IDI5) • “You must have time management skills in order to set goals every day in class.” (FGD4)
Formulate Alternatives	<ul style="list-style-type: none"> • “If I have internet connection problems, sometimes the connection is poor, I often go to an internet cafe outside the house I rented” (IDI1) • “We have to provide a second option which is a data connection.” (IDI3) • “I always prepare my data connection, my wifi, or my wireless connection, so, I have two back-ups whenever I have an online class.” (IDI4)
Peer Collaboration	<ul style="list-style-type: none"> • “Communication with your teacher and classmates through social media for me to get updated helps.” (FGD1) • “I will immediately go to my friend who is also my classmate in other subjects so that I can attend my class, can participate in oral, and can do my examination, so that is my strategy.” (FGD3) • “What I usually use is peer collaboration, even in online classes.” (FGD4)

Table 3: Essential Themes and Core Ideas on the Insights in Online Learning Modality

Essential Themes	Core Ideas
Establish Academic Enthusiasm	<ul style="list-style-type: none"> • “No matter how difficult the situation is, if you have the courage if you have the willingness and interest to go forward, everything will go into line.” (IDI2) • “Those problems must be solved immediately in a positive way, and it can help me.” (FGD5) • “You will do things, especially in academic matters.” (IDI5)
Maintain Optimism and Positivity	<ul style="list-style-type: none"> • “Even there are times when we have problems with an internet connection, a loud environment, and some classmates who do not extend their hands for help; we should still think positively.” (FGD4) • “Those insights that I have mentioned are the ones that boost my will that everything will be okay.” (FGD4) • “I realized that I have to be brave and trust myself.” (FGD2)

Increase Self-Development	<ul style="list-style-type: none"> • “These challenges shape me to be a motivated, responsible and flexible individual.” (IDI1) • “These strategies that I have learned helped me to grow as an individual.” (IDI2) • “It shapes me to become responsible.” (IDI5)
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DISCUSSION

Research Question No 1: What are the Actual Experiences of BPE Students in the Online Learning Modality?

Poor Internet Connection

According to them, some participants are problematic with a poor internet connection, which causes hassle in their online learning. These actual experiences have been formed into themes for the study’s purposes. According to the participants, Online Learning Modality has problems, one of which is a poor internet connection. They describe the negative impact of online learning, which many BPE students despised. The sudden occurrence of poor internet connection during classes causes difficulty in the online experiences among BPE students, which may lead to obtaining wrong information and hindrance to acquiring knowledge.

Jhun and Dette (pseudonyms) state that poor internet connection is something that they consider a problem in an online class.

“So, based on my experience, there are many adversities regarding online learning; one of these is the unstable connection. Whenever there is an online class or submissions of activities through applications or mobile platforms, it is challenging to submit and access those things because it needs a strong internet connection. Also, when it comes to feedback, of course, I mean for the teacher’s feedback whenever there is a discussion, your connection is not that good, there are times that your lecture or the teacher is not audible because of the buffering, and as a student, it is complicated for us to comprehend and grasp the information because it is not clear. It would lead us to misinterpretation or wrong information.” (IDI4)

“So, the loss of internet connection is the most that I consider difficult because the last time we had oral recitation with our teacher, all of a sudden, the Internet was lost. So, I could not participate in the oral recitation, which was my most difficult experience.” (FGD3)

As the result of this study reveals, the participants often experienced poor internet connection. They discuss the problems of online learning modality, which they despised. An unstable internet connection is a burden to the students because they cannot perceive the knowledge correctly due to the disturbance and inconvenience of a poor internet connection. Internet stability and speed are significant factors that influence the online learning experience of students (B and company, 2020).

Jhun and Dette (pseudonyms) say that poor internet connection is one of the problems in online learning modality. They claim to have experienced poor internet connection, which becomes a burden since they hardly submit the activities they have to send due to a poor or unstable internet connection. They cannot also

participate in class and listen to the professor’s lecture because of poor internet connection. Some students and faculty members are in remote areas with unstable internet connections. This matter becomes a hindrance in perceiving knowledge towards students. Some students cannot access online tests on their mobile phones due to a format or extension that their devices do not allow. There were also some other challenges the students had to deal with (Bataineh *et al.*, 2020; Rajab *et al.*, 2020).

Limited and Inefficient Online Learning Resources

Limited and inefficient online learning resources have become one of the problems that BPE students have encountered during the online learning modality. The participants indicate that they cannot acquire important information during classes due to limited resources in online learning, which results in to burden on their behalf. They also have difficulty obtaining learning due to inefficient resources that cause hassle and delay learning acquisition.

Bretz and Sher (pseudonyms) state that the limited and inefficient online learning resources are one of the actual experiences and are also considered a problem during online learning.

“It is okay to use cell phones, but I do not feel comfortable in online classes when using a cellphone only, whereas, on a laptop, you are more comfortable, you can easily grasp the learnings by using a laptop, and you can also focus on the discussion. It has many advantages to using laptops over cell phones. One of them is that you are not distracted.” (IDI6)

“For me, the most difficult is when there is a class, and the topic is more on performances, then the teacher demonstrates it in the class. So, I only use a cellphone, and I cannot see the demonstration of the teacher on my cellphone properly; even though I watch it on YouTube, the interpretation of the teacher and the YouTube video has differences. So, the most difficult part is when you miscomprehend the topic whenever you cannot see the actual demonstration of the teacher properly.” (FGD4)

For most participants, the resources in online learning are very significant since, without them, online learning will never be realized. According to the participants, the learning performances would be comparable to the quality of learning.

Bretz and Sher (pseudonyms) state that limited and inefficient online learning resources are uncomfortable, which is considered a problematic aspect of online learning. Using only a cell phone is most likely prone to distraction, whereas a laptop makes you more comfortable. It is also difficult to follow the teacher’s instructions using only one device. The effectiveness and efficiency of students’ learning brought from the online learning education system (Mobo & Sabado, 2019); however, it

is still demanding some improvements, whereas, as per (Joaquin *et al.*, 2020) insinuate teachers' ICT literacy, the condition in the environment, connection aspect, money to spend, the literacy of the learners in online learning, and more options in ways of learning are the factors of the effectiveness of online learning. Due to a lack of resources, such as limited access to educational technologies and the Internet, and a lack of physical spaces for families from lower socioeconomic backgrounds who lack the fundamental skills to support their children, particularly regarding secondary education, there has been an increase in socioeconomic disparities during the school closures. There is little proof that closing schools can result in considerable academic attainment losses, especially for underprivileged pupils (Eyles, Gibbons, & Montebruno, 2020). Online learning is found effective yet inefficient. Online learning is believed to be effective as the pandemic stroke to continue the class, but the learning objective is not met as it requires enough suitable Internet (Awal *et al.*, 2020).

Proactive and Resourceful

Being resourceful and having the skills to find ways to combat the difficulty in every situation is vital to coping with challenges. This new setting is very new to students, especially to the BPE students who require physical activities in their curriculum. Therefore, being proactive and resourceful are a big help for them to still be on track to acquire good academic performance despite the challenges and problems that they are experiencing during online learning.

Josh and Laica (pseudonyms) state that one of the actual experiences they have encountered in online learning modality is being resourceful and proactive despite their challenges.

"I think it contributes to me because it helps me, and it makes you adaptive in all situations since we cannot predict what will happen in the future. And through this online learning, I realized that we should be adaptive in any instance in our lives." (FGD1)

"By experiencing this difficulty, I think this contributed to making me realize that I have to be always prepared, like having a backup data connection. So, I could still join and participate in the class and still join the activities in the Quipper to get good scores and not be excluded from any activities in class." (FGD2)

Being proactive and resourceful may be an effective technique for achieving various academic objectives. Strategizing and planning things prior to the online class is one of the best ways to overcome the challenges of the online learning modality. Some do alternatives to keep their pace on track with a good learning itinerary. As a result, most BPE students survive and still engage in online learning these days to adapt to the new learning setup.

According to Josh and Laica (pseudonyms), the challenges they encountered in online learning opened a door for them to be adaptive and prepared for the inevitable

circumstances that might happen. Due to the undeniable challenges that most BPE students face, they have to learn how to adapt to the changes, and that is incorporating modern technology into their curriculum and preparing backup since technical problems are inevitable and unpredictable. This is one of the positive outcomes of online learning they learned during the online modality. Awareness, familiarity with the information technology, and willingness to get involved in adapting to the e-learning approach are the factors that indicate the student's adaptation (Nareesh *et al.*, 2016). Based on the study which supports this idea said that this Pandemic has various effects on schools and increases the usage of technology that must be addressed in higher education to mitigate the effect of Covid-19 and other pandemics that may come in the future (Ananga, 2020). Online learning during the global health crisis creates a perception and adaptation approach for the students.

Research Question No. 2: How do BPE Students Cope with the Challenges of Online Learning Modality?

Time Management

When asked what they considered to cope with the challenges they encountered in online learning modality, BPE students indicated that one of the best ways to face these challenges they encountered is having time management.

Mich, Juls, and Sher (pseudonyms) state that they must have time management to deal with the challenges in the online learning modality.

"I am very eager, and we must have time management. With time management, I can also have good grades, protect my health, and do other things. Because of the flexible schedule of E-learning, I can study in advance in my free time. With time management, you will not cram. As a student, we should not cram and stop procrastinating. Especially at UM, there are lots of activities to do, and as students, we must do them to pass. I managed it with the help of my classmates, who guided and helped maintain my grades." (IDI5)

"I became effective, through time management I have learned, I know how to cope with challenges, and I could do a lot of activities, especially the asynchronous and synchronous classes." (FGD7)

"You must have time management skills in order to set goals every day in class that you have and finish them before the deadline in whatever requirements your teacher requires." (FGD4)

Students stated that they should have time management in the online learning modality to organize the activities, quizzes, and other errands in learning online. Based on the results, students prefer to have time management in their online classes because it helps them to divide their time between studies and personal errands. It also helped them to maintain their good grades and avoid procrastinating. Based on the responses of Mich, Juls, and Sher (pseudonyms), they said that time management makes them productive since it helps them to do a lot of

activities in a day and improves their grades. They could also do other things aside from their studies due to having time management. It helped them to avoid cramming in submitting outputs. Time management behavior or skills is believed to develop academic achievement among students who aspire to better management in their curriculum and acquire learning objectives (Razali *et al.*, 2018). Rai (2016) found that most students who did not manage their work could not finish their tasks on time, whereas those who got into plans and organized work tasks performed very well.

Formulate Alternatives

Challenges in online learning modality are inevitable, and you cannot predict what might happen during the class. So, having problem-solving skills and finding solutions during the occurrence of the problem is vital to not compromise the class and your academic performance.

Jhun and Lou (pseudonyms) state that formulating alternatives to solve the occurred problem is one of the best ways to cope with the challenges that BPE students often encounter.

"I always prepare my data connection, my wifi, or my wireless connection, so I have two back-ups whenever I have an online class. In that way, whenever my data connection buffers, I have my wifi, and vice versa. If the wifi is not that good, then I will change it to data connection, and sometimes, whenever there is an online class, I tend to go to the nearest wifi Vendo to ensure that I have a strong connection." (IDI4)

"For me, the most effective is when you listen intently, and before the online class, you should be prepared, or if you have another phone that can be used for a hotspot, that is good also, or you can go to other places that have good signal." (FGD5)

Finding alternatives during an online crisis is very vital, according to the participants, to still participate even if there is a problem while having online classes. Technical problems and internet connection problems are inevitable, which is why to combat these phenomena, they make alternatives. This served as one of the coping mechanisms that they did in the online learning modality. Based on the response of Jhun and Lou (pseudonyms), since the most common problem in online learning is a poor internet connection, they tend to prepare always backups like WIFI Vendo or data connection so that even if there is a problem with their WIFI connection they can still stay in touch with the class and participate. Instructional methodologies and the use of multimedia in technology education can encourage students' identification attitudes and learning motivation. Students with a strategy-identifying mentality may develop scientific approaches to problem-solving (Newhouse, 2017). The students realized that innovation might entail adaptation and new development based on current situations and was not always about creating something fresh "from nothing" (Wu *et al.*, 2020b). (LaForce *et al.*, 2017) emphasized that it is an effective procedure in the problem-solving process of identifying problem-related

data, like acquiring, judging, reducing data coverage, or linking relevant data (Wu *et al.*, 2020a). The student's performance is also believed to be affected by how the teachers' strategies in instructing online problem-solving.

Peer Collaboration

As BPE students who experienced online learning modality, participants preferred to have peer collaboration during the learning process in online learning modality. Sharing point-of-views and thoughts might add learning to learners.

Juls and Josh (pseudonyms) state that asking for help from people around you could help you cope with the challenges in the online learning modality.

"I ask for help from my classmates because we have classmates willing to extend their hands to less fortunate people, and there is nothing wrong with asking for help because it lessens your struggles." (IDI7)

"I think the most effective is the communication with my teachers and classmates because through that, I became aware of the things that are needed to do. They can easily answer my questions and queries because I can approach my teachers and classmates. That is why I eventually adapted the online learning." (FGD1)

Based on the outcome, the BPE students prefer peer collaboration in online learning. There is a vast difference between traditional face-to-face and online learning, where peer collaboration is not much used due to distance. The ability to share thoughts and ideas adds to the knowledge and widens the ability to access more learning, not just in the spectrum of students' understanding.

Considering the response of Juls and Josh (pseudonyms) stated that they find it hard to comprehend the professor's lecture, which is why collaborating by asking the teacher or inquiring the classmates about the discussion helped them to understand more about the topic. Also, sharing ideas and point-of-view about the subject matter with classmates increases the learning acquisition of the student. Working together to create a network and unfold new learnings and ideas is the primary purpose of collaborative learning (Laal & Laal, 2012, as cited by Falcione *et al.*, 2019). Falcione *et al.* (2019) define collaborative learning by expounding that collaborative learning is another strategy to let the students work independently for them to achieve a shared goal. These ways result in a "creation or a learning practice that is more than the summation of individual contributions" (Falcione *et al.*, 2019). Collaborative learning falls under this category since online learning readily lends itself to student-centered teaching methodologies and assessments (Muller *et al.*, 2019). Online students are physically separated from one another. Therefore collaborative learning activities may also help students connect to alleviate any loneliness they may feel (Writers, 2018).

Research Question No: 3 What are the Participants' Insights that they have Gained?

Establish Academic Enthusiasm

Upon experiencing the challenges in online learning

modality, BPE students gain something that boosts their drive to learn and improve them even though online learning gives struggles and problems to them. They believe the online learning modality has a positive impact on them somehow.

Jhun and Ash (pseudonyms) emphasized that amid the challenges they experienced in the online learning modality, the courage and enthusiasm for learning are still at their core.

“So, as for me, this insight motivates me to be more eager to learn and sometimes to be more innovative whenever there is a challenge that would come to up. So, that is it.” (IDI7)

“It molds me for the future so that I can become an effective educator, effective employee, or an effective teacher someday. So, through this, I can gain more knowledge and learn more”. (FGD7)

One of the themes being addressed as the participants’ insight in online learning modality is establishing academic enthusiasm. Despite the struggles in online learning modality, BPE students still find things to be enthusiastic about learning online.

According to Jhun and Ash (pseudonyms), what they experienced in the online learning modality motivates them to be more eager to learn and be innovative. They believed that online learning modality would make them effective educators in the future. According to Hazwani *et al.* (2017), student attitudes affect e-learning’s success. As a result, positive and motivated students will not see e-learning as a barrier to academic achievement. Students believed that traditional and online learning were very different from one another, according to Adnan (2020).

Maintain Optimism and Positivity

The participants stated that the online learning modality makes BPE students look on the brighter side of every situation, even if it is stressful, and it gives a burden to the participants. They keep themselves buoyant and maintain optimism behind the struggles they experience.

Dette and Sher (pseudonyms) emphasized that online learning modality allows them to be optimistic even though challenges in these moments give inconvenience to their experiences in online learning modality.

“Be optimistic because my experiences in an online class are not merely negative, so be understanding because all of us will experience hardship. So, I think of the positive side of difficult situations. So, I can manage myself not to be too pressured because I have friends who will be there and willing to help you.” (FGD3)

“My perception daily as a student changed. Those insights that I have mentioned are the ones that boost my will that everything will be okay and this pandemic will have an ending.” (FGD4)

Based on the participants’ responses, looking at the positive side during challenges in online learning is vital to keep working and fighting.

As Dette and Sher (pseudonyms) said, if they think more positively and look at the brighter side, it helps them to manage themselves from the pressure and difficulties.

They also state that these challenges they have experienced create positivity in them since every time they are in issues in online learning, they tend to boost their will and keep their optimism. Students who are optimistic and adaptive to cope with challenges and embody a higher level of personal and academic self-efficacy are most likely to have personal and academic objectives, are more resilient and have great self-concept and confidence in themselves (Satici, B., 2019).

Increase Self-Development

Most of the participants observed that they gained something from them. The Covid-19 Pandemic became a reason to have restrictions in classes and adapt the online learning modality from traditional face-to-face. The participants discover self-development in them. They believe that due to the challenges in online learning, they became more flexible, independent, and responsible, which are just a few of the self-development they improved.

Bretz and Lou (pseudonyms) emphasized that their experiences in online learning helped them grow and develop as a student.

“I must say, these strategies that I have learned helped me to grow as an individual, and I would like to share with everyone that no matter how hard the situation is, no matter how difficult the situation is, if you have the courage if you have willingness, and interest to go forward, everything will go into line. That is all.” (IDI2)

“When it comes to learning, we need to be open-minded, which is the desire to consider many perspectives and ideas. We also need to utilize critical thinking and rational thought when it comes to online learning. We should also be prepared for online classes.” (FGD5)

According to the result, online learning modality has gained their self-development where they discover some characteristics that can be used positively in the future.

Based on Bretz and Lou (pseudonyms) said that online learning modality helped them to create courage and will to move forward despite the struggles they have encountered. It also triggered them to use their critical and rational thinking to cope with the crisis in an online class. This adaptability is stated to change current behavior in response to a new situation (Nurul Haidah *et al.*, 2020). In other words, whether they like it or not, teachers and students should work hard to increase their knowledge of technology to carry on their studies effectively. This is expressly important as part of learning modern technological approaches to education. Hasifah (2020) strives hard that online learning is essential because it can empower more efficient self-learning. Students can select the time they expend, the content they learn, and the direction of their learning. Students also have a convenient time to revisit challenging themes until they feel optimistic about their conception.

CONCLUSIONS

From the study results, researchers can say that understanding the lived experiences of BPE is essential.

It helps us understand the BPE students' perspectives on Online Learning Modality. It also helps broaden the student's knowledge in determining the advantages and disadvantages of online learning.

From the study's findings, we researchers can say that there are different experiences students face in the Online learning modality. Due to the Pandemic, students are engaged in online learning since they cannot have traditional face-to-face learning because of the restrictions. Most of them said that the online learning modality measures the patience, resourcefulness, and resilience of BPE students in coping with the challenges of the online learning modality. However, on the brighter side, students also gain something positive from online learning, like developing their attitude towards adapting the online learning. It also makes them enthusiastic even with challenges in online learning and creates good academic performance.

Through the lens of Online Learning Modality, the use of technological advancement creates a significant impact in the academic sectors that drives the utilization of it in the learning process among students. Online learning modality has many challenges from the perspective of the BPE students, such as poor internet connection and limited and inefficient online learning resources. However, these challenges honed them to become more creative and resourceful in problem-solving during an online class which is why it became a reason to develop them as a student and as an individual living in a generation where modern technology immensely influences them. This theory supports the students' resilience amidst the crisis in online learning modality.

The study's contribution profoundly lies in the availability of students' views, insights into the lived experiences in online learning modality, and the concept derived from the results. It also opens opportunities for future research related to online learning.

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