

Elucidating the Lived Experiences of College Physical Education Students in the New Normal Setting: A Phenomenology

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DOI: <https://dx.doi.org/10.47772/IJRISS.2024.803110>

Received: 26 February 2024; Accepted: 05 March 2024; Published: 12 April 2024

ABSTRACT

This qualitative study explicitly employed a phenomenological design to gain an in-depth understanding of the lived experiences of college Physical Education students in the new standard setting in Davao City. A purposive sampling technique was used to select the college students enrolled in the subject of physical education from different schools to be the participants. The participants' experiences regarding the new standard setting of Physical Education were drawn out from the in-depth interview and focus group discussion. Thematic analysis was used to extract the themes from the participants' responses. From the collected data, significant themes emerged from the lived experiences of college students, specifically, the acknowledgment of the advantages and disadvantages of the new normal, the benefit of the positive effects of the new normal, and the experience of the adverse effects of the new normal. For the coping mechanisms of the participants, the themes that emerged were acquiring dispositions, abilities, and support systems. In contrast to the insights they shared, the themes were expressed as involving improving teaching and students' attitude in Physical Education for the new normal and reinforcing adaptive traits of students and teachers in the new normal.

Keywords: Education, lived experiences, new normal setting, college physical education students, phenomenology, Philippines

INTRODUCTION

The COVID-19 pandemic has led to a shift from traditional school programs to online distance learning, posing challenges for students, particularly in physical education. Poor learning outcomes are often due to lack of facilities, equipment, and technical skills. The shift has also led to emergency remote education (ERE) in higher education, with online physical education classes requiring special preparation and operation. Despite teachers' efforts, students still face challenges such as the need for more equipment and limited space at home. Students already experience stress and workload in online learning before the pandemic, but now face additional challenges due to the pandemic. Internet coverage, particularly for rural students, is also a challenge, making it difficult for students to access online assessments and lectures, leading to low performance and potential stress.

Rasheed et al (2019) study identified several challenges students face in online learning, including technological literacy and competency issues, student isolation, and technological sufficiency issues. These include lack of technological competency, illiteracy, resistance to online help, perception of technology as a barrier, and difficulties with synchronous communication (Bayatt, 2022; Barot, et al., 2021).

In the Philippines, COVID-19 pandemic has led to a significant shift in the way students engage in physical education. The new standard setup has created seven barriers to physical activity, including lack of time, energy, willpower, skill, social influence, fear of injury, and lack of resources at home (Puen et al., 2020). Students have expressed stress, sleeplessness, and difficulty completing assignments due to the new setup (Caguya, 2020; Grace 2020; AlKumaim et al., 2021; Secil, 2020). This study aims to understand the lived experiences of college students in physical education classes in the new standard-setting in Davao City, Philippines. The findings will be used as data for reference and to inform better school policies regarding online learning. The study will be disseminated through local, national, and international research conferences and published in an appropriate academic journal.

Research Questions

This research study was conducted in order to shed light on the lived experiences of the college students in dealing their physical education subject in the new normal set up. Specifically, this sought answers to the following questions:

1. What are the lived experiences of college Physical Education students in the new normal setting?
2. How do these college students deal with the challenges to achieve better learning outcomes in Physical Education?
3. What insights can be shared with the academe and the society?

Theoretical Lens

This research study explores the concepts of Humanistic Theory (Rogers, 1960) and Experiential Learning Theory (Kolb, 1984). Humanistic Theory highlights understanding people through open communication and sharing experiences, recognizing that truth is rooted in individual experiences (McLeod, 2020). Experiential Learning Theory highlights learning by doing, focusing on concrete experiences and interpretations of past experiences (Kolb, 1984; Bhaerman, 2016). The study focuses on students' experiences in an online distance learning Physical Education course, examining their concrete experiences, emotions, and perspectives. The study aims to understand how students cope with difficulties and make sense of their experiences, ultimately contributing to a better understanding of human nature and the human condition.

RELATED LITERATURE

Physical education and sports are crucial in education, promoting physical competence, fitness, and awareness of the value of an active lifestyle. They are offered in basic and college education, focusing on motor skills, mental fitness, and disease prevention. Benefits include decreased morbidity, premature mortality, and increased mental health (Shiple, 2010; Galmado, 2020).

Physical education is crucial for overall well-being and preventing chronic diseases like obesity, high blood pressure, and high cholesterol (NASPE, 2012). Schools should incorporate physical education into their curriculum, teach by qualified teachers, and focus on healthy behaviors (McKenzie & Lounsbery, 2014). Quality physical education provides students with the knowledge, skills, abilities, behaviors, and confidence to be physically active throughout their lifetime. Frequent physical education leads to more daily physical activity (Houston & Kulina, 2014; Dale et al., 2000).

Physical education is believed to impact brain function and academic achievement, including cognitive skills and learning behaviors. Research shows that vigorous and intense physical education leads to optimal

cognitive performance, improvement, and speed (Schneider, 2014). Physical education also promotes social values, as healthy, physically active youth are more likely to be academically motivated, attentive, and promising (Jones, 2020). It helps youth learn about the benefits of physical activity and how to interact with others (NASPE, 2001).

Physical Education Situation in the Philippines

The COVID-19 pandemic has impacted the Philippines' education system, limiting face-to-face activities (Huck & Zhang, 2021; Tagare, 2023). The Philippine Sports Commission (PSC) has been endorsed to retain Physical Education (PE) in the school curriculum, despite restrictions (Alipio, 2020). The PSC has shared information on sports through online platforms, and Senator Cayetano urged DepEd officials to create innovative ways to teach PE subjects (Cayetano, 2020). The Commission on Higher Education (CHED) has advised other institutions to implement distance education methods and separate instruction strategies to maximize academic term despite suspensions (CHED, 2021).

The Philippines has begun offering reconstructed online PE classes to students during the coronavirus pandemic. The Loyola Schools Physical Education Program aims to provide fitness, health, and training lessons to students, despite the pandemic. The program uses various methodologies and approaches to teach students the necessary skills and competencies, ensuring they can make informed decisions about their health and stay physically active. However, monetary and recognition factors remain challenges to overcome (Puen, 2020; Delas Peñas, 2020).

The PE Program faced challenges in transitioning to an online mode of learning, including communication gaps, equipment inaccessibility, and internet connection issues. Physical education is crucial for physical health, mental health, academics, and stress relief. Instructors had to recalibrate classes with physical presence and interaction, removing existing assumptions and focusing on online learning (Dale et al., 2020; Mann, 2020).

Students Status in Online Distance Learning

Students play a crucial role in managing their schools and classrooms, but they must also contribute to society's development. Student responsibility involves active participation in learning and making choices that lead towards their education goals (Mayol, 2020; Kristen, 2011). UNICEF (2020) reports that over 1.5 billion learners are affected by school and university closures, putting youth in a disproportionate state. The education system appears ill-equipped to address individual student problems (Bozkurt & Sharma, 2020). The new normal has changed roles and responsibilities, and students need to learn new skills, focus on their control, be patient, and establish a healthy routine. Communication with friends, family, classmates, and instructors is essential to help students cope with the challenges of online education (Bhojane, 2019; Mentora College, 2020).

Online distance learning has had positive effects on students' mental health and well-being, as it allows them to learn at a slower pace and connect with real-world groups (Soren, 2020; Lauren, 2020). Engaging in physical activities and positive attitudes towards learning can help stabilize mood and decompress the mind (Hopkins, 2020; OECD, 2020)). However, challenges such as information and work overload have been experienced by students. A study by AlKumaim et al. (2021) found that over two-thirds of university students (69.5%) felt overloaded when following up with their online courses, while 30.5% declared no feelings of overload. Despite these challenges, online learning offers endless possibilities and flexibility for students (Huong & Ki Au, 2020; Parama, 2020; Jones, 2020).

The COVID-19 pandemic has led to increased online time spent by students, with 23.7% spending 6 to 7 hours, 20.9% spending 8 to 9 hours, and 18.5% spending more than 10 to 11 hours (Aucejo et al., 2020).

This increased time has consequences on students, including increased costs for internet connection, equipment, and time management. Students are also required to deal with numerous online learning assignments from different platforms, which can lead to restlessness (Delas Peñas, 2020). These issues obstruct students' academic performance and can create stress, negatively impacting their mental wellbeing and personal prosperity. 67% of students reported feeling stress during the pandemic, with reasons including numerous online tasks, limited internet connection, newness to the study environment, insufficient resources, and fear of being casualties of COVID-19. These challenges have a negative impact on students' mental wellbeing and personal prosperity (Alipio, 2020).

The study by Secil (2020) in Turkey explores the advantages and disadvantages of web-based education among students. The advantages include flexibility in time and place, increased responsibilities, and comfort during examination. Students appreciate the independence and comfort in this new normal. However, the disadvantages include lack of interaction, difficulties in communication with instructors, examination, traditional educational habits, a heavy load of assignments, and time management (Blackwell et al., 2007).

Students complain about difficulty understanding lectures, lack of feedback, lower grades, and difficulty coping with online examination. They also report the need for direct guidance and the burden of assignments. The pandemic has forced universities to close indefinitely, leading to classes opening and remote learning facing multiple challenges (Alvarez, 2020).

Finally, students in developing countries like the Philippines struggle to adapt to the fast pace of technology innovation in the digital age. This has led to the closure of universities and the opening of classes in different universities, making remote learning more challenging for students. The study focused the need for students to adapt to the fast pace of technology innovation in today's digital age (Secil, 2020; Alvarez, 2020; Mateo, 2020).

The study by Rotas and Cahapay (2020) heightened the challenges faced by students in remote learning, including unstable internet connectivity, inadequate learning resources, insufficient storage capacity of gadgets, and limited teacher scaffolds. Students also face issues with poor peer communication, poor learning environments, and compromised physical health due to constant phone use and lack of proper space for studying.

Delas Penas (2020) determined the potential for students to struggle with interpersonal relationships, as they may not be able to ask for prompt clarifications in the classroom. Some students may even stay up late to catch a strong internet connection and wake up early to join synchronous classes. Gautam (2020) highlights the advantages of online learning, such as accessibility, affordability, improved student attendance, and suiting various learning styles. However, it also faces challenges such as inability to focus on screens, technology issues, isolation, and managing screen time.

In conclusion, while online learning offers advantages such as accessibility, affordability, improved attendance, and a variety of learning styles, it also presents challenges such as inability to focus on screens, technology issues, isolation, and managing screen time.

Status of Students in Physical Education Class Online

Physical Education courses are challenging to teach online due to their focus on movement-based activities. Schools have had to adapt to this new setup, bringing new experiences to teachers and students. Some students struggle with limited space at home, distractions, and technical skills in editing videos (Lewi, 2020; Senshki, 2020). Recording videos for practical assessments is a main task in Physical Education classes. Keeping learners focused on the lesson is another challenge, as the new setup requires different preparation

for learning the content and skills (Gulben, 2020). Synchronous lessons can be challenging for students to maintain their attention due to their comfort at home. Online PE classes have been a good experience, but not as enjoyable for students who prefer competition and interaction. Overall, the new setup presents new challenges for both teachers and students in the Physical Education field (Avencado, 2020; Marcellones, 2020; Mayol, 2020; Aguirre, 2020).

Status of Teachers in Online Distance Learning

Instructors and educators have had to adapt to new teaching methods, such as online courses and personalized learning, to ensure accessibility for students. As the demand for personalized learning and online courses continues to grow, educators must learn as much as their students to meet the new demands. Teachers face challenges such as the complexity of assessment, instructional delivery, and the lack of relevant training in distance learning (Saxena, 2020; De Villa & Manalo, 2020).

In the digital world, teachers have limited knowledge and skills in ICT due to the absence of relevant training (Aluko & Ooko, 2022; Wu et al., 2022). The Department of Education reported that only 40% of 800,000 teachers nationwide were trained for distance learning through ICT-facilitated webinar sessions. Additionally, teachers lack the appropriate devices for online distance learning due to financial difficulties (Cosmas & Mbwette, 2009).

Planning lessons during the COVID-19 pandemic has become more complex due to the lack of face-to-face interaction and the need for students to open their cameras. Physical education (PE) grades are difficult to evaluate by computer due to the lack of face-to-face interaction (Musingafi et al., 2015; Melanie, 2020; R-Jay, 2019; Julius, 2020).

Finally, the fast communication cycle in online physical education classes is diminished compared to face-to-face learning, which allows for immediate feedback and feedback from coaches and teachers. To overcome these challenges, educators must develop innovative teaching methodologies that cater to the needs of their students and adapt to the changing landscape of education (Housman, 2020; Marco, 2020; Puen, 2020). Physical education teachers are adapting to the new normal in the education system by designing safe indoor workouts using common household objects and distributing basic equipment for students to use at home. They emphasize the importance of exercise for brain health and coping with challenges. Teachers must also create opportunities for meaningful social interactions in online courses, especially for students taking multiple courses while balancing their studies with home and work responsibilities (Jones, 2020; Suppe, 2020; Quiñonez, 2020; Mccellan, 2020; Diacor, 2021).

The Kellar ARCS model (2020) highlights the role of teacher enthusiasm in driving student learning. Energetic teachers instill positive subject-related experiences and personal importance of the subject, motivating and inspiring students, increasing productive time spent on learning tasks. However, some students may lack motivation to engage in activities due to various factors.

The experiences and challenges faced by college students in dealing with their physical education course in a new normal setting are supported by news, articles, literature, and studies related to the new normal in the education system.

METHODOLOGY

Research Design

This study used a phenomenological qualitative research approach to explore social and human problems

(Creswell, 2014). This method is suitable for complex issues and studying processes over time, allowing for in-depth understanding of individuals' thoughts and feelings (Ritchie & Lewis, 2003; McLeod, 2020).

Qualitative research involves gathering in-depth insights using various methods like video, text, journals, or audio to understand social phenomena and answer big questions (Bhandari, 2020); Cleland, 2017). Phenomenological design is a common methodology in qualitative research, focusing on human perception of events or phenomena (Campbell, 2011; Creswell, 2007; Speziale & Carpenter, 2007; Willis, 2007). It involves reliving participants' experiences and identifying the essence of their thoughts (Yuksel et al., 2015).

Phenomenologists follow the human science approach, respecting essential characteristics of humanness throughout the research process (Smith, 2013; Giorgi, 2009; Guilbeau, 2014). This research design was appropriate for this study, as it delved into the lived experiences of college students in their firsthand demonstration of physical education classes in a new normal setting.

Research Participants

The study involved 17 college students from Davao City, chosen through purposive sampling based on their experiences in online physical education classes. The participants were first and second-year college students, enrolled in physical education classes. The study aimed to obtain qualitative research clarity by focusing on the essence of the experience rather than the number of people who have experienced the phenomenon.

Data Sources

The study used an interview guide and a semi-structured interview questions to gather information on three problem statements. The open-ended questions were used to guide the interview, ensuring valid and reliable data. The researcher also asked relevant, probing questions to gain personal insights. A semi-structured interview is effective for exploring participants' thoughts, beliefs, and feelings, as emphasized by DeJonckheere and Vaughn (2019).

Data Collection

The data collection process involved obtaining permission from the University of the Immaculate Conception Graduate School Dean, submitting the manuscript to University of the Immaculate Conception-Research Ethics Committee (UIC-REC), and obtaining consent from the selected schools' Deans or Program heads. Participants were informed about the study's objectives, interview guide, and consent form. The virtual interviews were conducted, with participants rehashing their answers for clarity. An outline of responses was presented at the end to avoid misconceptions. The responses were transcribed and processed after the interviews.

DATA ANALYSIS

The study investigated the transcripts of interviews, focusing on the experiences of college students in dealing with physical education classes in the new normal setting. Transcription was a crucial step in data analysis, involving coding, categorizing, and understanding the essential meanings of the phenomenon (Sandelowski, 2006; West 2009). The analysis was based on Colaizzi's (1978) method.

Trustworthiness of the Study

Trustworthiness in research is crucial for researchers to persuade readers and themselves that their findings

are worth the effort. Trustworthiness is expanded by incorporating credibility, transferability, dependability, and confirmability as criteria to complement traditional quantitative assessment criteria (Lincoln & Guba, 1985).

Credibility is established through uniformity and accuracy during data collection, particularly during virtual interviews. It requires linking research findings with reality to demonstrate the truth of the findings (Trochim, 2020). Transferability is determined by the degree to which the results of qualitative research can be generalized or transferred to other contexts.

Dependability is established through consistency with the process, including virtual interviews and analysis (Sandelowski, 1986). It requires an inquiry audit to ensure consistency and reliability of the research findings.

Confirmability is established through detailed descriptions and evidence of the process of virtual interviews, data analysis, and interpretation of the data (Polit & Beck, 2012). Confirmability is the degree of neutrality in the results, focusing on the reactions of the participants and not on any potential bias or personal motivation of the researcher.

Role of the Researcher. The researcher's primary role in qualitative research was to gather experiences from participants, recruit them, observe data gathering, and record firsthand interactions. They acted as a non-participant observer, allowing them to focus on the participants' experiences in a new setting. They provided ample time for participants to warm up and prepare for interviews. Their main responsibilities included reporting valid data, facilitating interviews, providing transcriptions, and analyzing the data according to research standards.

Ethical Considerations

The study aimed to explore the benefits of online Physical Education classes for students and institutions, as well as training and faculty development programs for physical education teachers. Participants were informed about the study's concept and questions, and their consent was voluntary. The researcher followed Inter-Agency Task Force (IATF) guidelines and conducted virtual interviews using Microsoft teams, Zoom, and Google Meets to lessen risks and ensure safety during the pandemic. Participants were treated fairly, and the study followed ethical principles of justice, transparency, and confidentiality. The researcher maximized the use of internet facilities, Google search engines, Zoom, Microsoft teams, Google Meets, Gmail, and messenger for communication and data collection. Community involvement was also considered, respecting participant viewpoints and promoting awareness and reflection to improve work productivity.

RESULTS

Profile of the Participants

Table 1.1 presents the demographic profile of 17 college students enrolled in Physical Education in Davao City, all females. The study includes participants in In-Depth Interview (IDI) and Focused-Group Discussion (FGD), with six enrolled in PE022/PE2, one in PE024/PE4, and ten in PE021/PE1. All participants are from identified schools in Davao City.

Table 1.1 – Profile of the Participants

Participant's Code	Sex	PE Subject Enrolled	Interviewer
IDI 1	Female	PE021	RLL
IDI 2	Female	PE1	RLL
IDI 3	Female	PE2	RLL
IDI 4	Female	PE2	RLL
IDI 5	Female	PE022	RLL
IDI 6	Female	PE021	RLL
IDI 7	Female	PE021	RLL
IDI 8	Female	PE2	RLL
IDI 9	Female	PE021	RLL
IDI 10	Female	PE021	RLL
FGD 1	Female	PE024	RLL
FGD 2	Female	PE024	RLL
FGD 3	Female	PE024	RLL
FGD 4	Female	PE021	RLL
FGD 5	Female	PE1	RLL
FGD 6	Female	PE1	RLL
FGD 7	Female	PE2	RLL

Lived Experiences of College Physical Education Students in the New Normal

Table 1.2 explores college Physical Education students' experiences in the new normal, revealing three themes: acknowledging advantages and disadvantages, benefiting from positive effects, and experiencing negative effects.

Table 1.2: Lived Experiences of College Physical Education Students in the New Normal

Issues Probed	Core Ideas	Categories	Essential Theme
On the online instructions	Opportunity to be active Gets better sleep Gain knowledge in PE Lessens back pain Having fun with PE Gain knowledge about mental health	Advantages obtained from the new normal	Acknowledging the advantages and disadvantages of the new normal
	Feel dizzy during exercise Feeling tired after exercise Lack of motivation to exercise Group work is hard Home environment, not suited for physical activity	Disadvantages of the new normal	
On the outcomes of the subject	Accomplishing task successfully Creating own workout Applying exercise routine daily Getting a healthier body Enjoying the task for PE	Achieving Personal Goals in the New Normal	Benefiting the positive effects of the New Normal
	Appreciating teachers' guidance despite the physical absence Showing patience due to internet connectivity issues Gaining independence	Characterizing values gained in the New Normal	
On the circumstances of online PE	Staying up late or waking up early to catch up internet connections Limited space at home for exercise Experiencing body sore after exercise Having problems with internet connectivity	Impairing circumstances	Experiencing the negative effects of the new normal
	Showing less confidence of self in a video Feeling awkward filming oneself Learning difficult movement Working for the grades only Feeling awkward exercising alone	Unfavorable impression	

Acknowledging the advantages and disadvantages of the new normal. The new normal has both advantages and disadvantages. Advantages include increased physical activity in the Physical Education course, which encourages students to engage in physical activities. Students have learned to exercise and do modules simultaneously, leading to better sleep and a healthier lifestyle. Physical activities also help students appreciate the knowledge they have gained in physical education, despite the difficulties of the new normal setting. Students can still acquire learning in PE courses even if they are still adjusting. Overall, the new normal offers both advantages and disadvantages for students.

IDI 1 mentioned that despite being unable to be physically active, they learned to exercise and complete modules simultaneously. Physical activities in the Physical Education course improved students' sleep, which is crucial for maintaining a healthy lifestyle. Students also appreciated the knowledge they gained in physical education despite the challenges of the new normal setting. They gained knowledge for both mental and physical aspects. IDI 3 suggested that students can still acquire learning in PE courses despite adjusting.

IDI 5 stressed the importance of improving physical and mental knowledge about PE, especially for those who are not into exercising. IDI 8 adds that it is crucial to apply this knowledge in our lives, especially if we are not into exercising.

The courses' activities have helped some students improve their health conditions, especially in the new normal setting of learning with laptops and computers. Students' express enjoyment in physical activities, even if challenging, and realize the benefits of the PE subject at the end of the semester. Fun teachers and classmates are a significant reason students look forward to synchronous classes, as specified by FGD 3. IDI 10 and IDI 7 both expressed enjoyment and advantages from exercise, with IDI 10 feeling happy and

accomplishment after each workout, while IDI 7 feels happy and accomplished after each workout.

During the pandemic, mental health is at risk due to restrictions on routines (Murphy et al., 2021). PE courses have helped improve knowledge about mental health and focus, according to IDI 5 and IDI 9. They found that these courses boost thinking skills and help maintain physical and mental health, which is crucial for maintaining physical fitness and emotional well-being. Therefore, putting a high value on mental health should be prioritized in PE courses.

Participants experienced negative experiences in the new normal setting, including dizziness during exercise and collapse due to unpreparedness for physical education course activities. IDI 10 and IDI 6 reported experiencing dizziness, shaking, and difficulty breathing during the first and second weeks of an exercise routine, which they considered a significant challenge.

Participants in Physical Education expressed fatigue and sore muscles after physical activities, highlighting the sore muscles as their worst experience. They also expressed lack of motivation to participate, preferring face-to-face activities with others and avoiding video recording and editing. They believe most physical activities require group participation for enjoyment.

FGD 2 found the exercise process boring and obligated, while IDI 8 found it stressful due to the time spent on taking and editing videos. They felt obligated to pass requirements and the online set-up of PE was particularly stressful for them.

Students limited personal connections and teacher-determined groupings lead to difficulties in collaboration and bond-building, with FGD 1 expressing difficulty in cooperation and hesitation in communication among group members. IDI 3 and FGD 6 discussed the challenges of building bonds and connections with classmates in the new normal of college, as new students do not know their classmates personally. The home environment is not conducive to proper physical activities, as family routines affect focus among participants.

Benefiting the Positive Effects of the New Normal. The theme of achieving personal goals and depicting values in the new normal has emerged, focusing on the outcomes of the subject. The new normal learning environment has developed students' character, and despite difficulties, participants have been able to improve themselves through various activities. Successful task completion is a personal achievement, and participants experience fulfillment when they accomplish tasks alone. Additionally, creating a workout routine allows participants to manage their personal time, with IDI 5 expressing her enjoyment in doing so. IDI 6 enabled the creation of a schedule that aligned with the timetable and was comfortable for the individual without affecting their commitments.

Participants in a PE course now value daily exercise routines as they appreciate the benefits and the health benefits. They appreciate the physical activity's role in maintaining a strong immune system during the pandemic. Despite physical absence, students appreciate teachers' guidance and feedback, allowing them to feel accomplished. They appreciate the effort of teachers in creating modules. However, many students face difficulties with internet connections, which can test their patience. Despite these challenges, students continue to apply their exercise routines and engage in psychomotor skills even when at home. IDI 7 frequently submits videos due to slow internet connections, which tests their patience and tolerance.

Physical Education class performances are recorded, improving self-esteem and personal growth. This setting has helped FGD 1, and IDI 3 grow as BPE students over the last year.

Experiencing the Negative effects of the New Normal. The third essential theme explores the experiences of college Physical Education students in online classes. Factors such as slow internet connection, limited

space at home, and unfavorable impressions contribute to difficulties in the new normal setting. Students often stay up late or early to access learning materials, and performing physical activities in the community can be embarrassing. Additionally, room space is not suitable for exercises or agility tests, further hindering student enjoyment. FGD 4 expressed discomfort with the performance, particularly due to limited space in the house and outside.

Internet connection issues disrupt students' participation in synchronous classes and online oral recitation. Students often lack confidence in video production, especially when teachers require social media outputs. Some shy individuals dislike performing in front of a camera, making it difficult for them to adapt to the new normal setting. Addressing these issues is crucial for effective learning. IDI 2 emphasized the difficulty of taking videos, as they are often displayed in Google class, making it embarrassing.

Participants in an online PE class experienced feelings of awkwardness while filming themselves, particularly due to shy personalities. Learning difficult movements was challenging due to lack of physical guidance and classmates. Grade-conscious students resisted activities, causing discomfort. The setting also made exercising alone uncomfortable, as it made it difficult to perform with classmates.

Coping Mechanisms of College Physical Education Students in the New Normal

Table 2 explores college students' coping mechanisms in Physical Education, revealing a key theme: acquiring dispositions, abilities, and support system in the new normal setting.

Table 2: Coping Mechanism of College Physical Education Students in the New Normal

Issues Probed	Core Ideas	Categories	Essential Theme
On the ability to cope with the new normal	<ul style="list-style-type: none"> Set mind to finish the task Avoid overthinking Acquire knowledge on physical and mental health Overcome shyness in video tasks Find motivation 	Maintaining admirable dispositions	Acquiring dispositions, abilities, and support system
	<ul style="list-style-type: none"> Manage interruptions Organize daily routine Improve time management Make physical activity a habit Improvise equipment 	Gaining desirable abilities	
	<ul style="list-style-type: none"> Communicate with the professor Use the video provided by the professor Ask someone to exercise with Seek help family members Listen to professors' feedback 	Using support system	

Acquiring dispositions, abilities, and Support System. The study explores the coping mechanisms of college physical education students in the new normal setting, focusing on maintaining admirable dispositions, gaining desirable abilities, and using a support system. Students strive to adapt and achieve learning outcomes, using strategies like maintaining admirable dispositions and good mind setting to maintain motivation and success. FGD 6 accentuates the importance of a positive mindset, as everything taught by professors is for personal growth and building independence. FGD 7 underlines that this mindset helps individuals overcome obstacles and achieve their goals.

In the new normal setting of PE, students face challenges such as overthinking, shyness, and finding motivation. Overthinking is normal but necessary to keep going. Students struggle with submitting videos, which require them to overcome shyness. Motivation is crucial in the new normal setting, especially when students are alone in their homes. Gaining desirable abilities in online learning helps students cope with challenges and uncertainties. One technique is to manage interruptions by exuding patience and focusing on personal goals. Overcoming these challenges requires overcoming obstacles and focusing on self-improvement.

Organizing daily routines is crucial for managing stress and cramming. IDI 6 found that creating a schedule and writing down plans helped her accomplish tasks. Improving time management is essential for tackling challenges in Physical Education online classes. IDI 5 successfully completed PE tasks by improving her time management. Additionally, IDI 8 underscores the importance of planning and familiarizing oneself with steps.

Lack of facilities and equipment at home impairs students, but it leads to resourcefulness in finding alternative equipment for physical activities. This encourages creativity and allows students to use things they thought could not, gaining the same benefits. IDI 9 suggested using home equipment like water tumblers as an alternative to dumbbells, pushing themselves to balance gym equipment. IDI 6 suggested modifying equipment like dumbbells by adding sand to a bottle and then putting it on a stick.

College Physical Education students utilize support systems as coping mechanisms in the new normal setting. Communication with professors and watching video lectures provides relief and eases learning challenges. Students also seek assistance from family members to feel secure and motivated. Exercises with someone can provide comfort and motivation, while family members spend most of their time together, making them a valuable source of support. Overall, these strategies help students navigate the new normal.

FGD 5 mentioned that he didn't take much time to take videos due to his siblings' expertise in basketball. FGD 4 added that asking help helped him survive or surpass tasks, as sometimes he needed it to complete the task early.

IDI 7 accentuates that professor's feedback helps students overcome challenges in the new online setting, as it reduces doubts about their activities' accuracy. According to IDI 7 the instructor's feedback was greatly helpful as everyone was struggling.

Insights Shared by the College of Physical Education Students as Regards the New Normal

Table 3 reveals college physical education students' insights on the new normal setting, emphasizing the need for improved teaching, student attitudes, and adaptive traits in the new normal.

Table 3: Insights Shared by the College Physical Education Students as Regards the New Normal

Issues Probed	Core Ideas	Categories	Essential Theme
On teachers and student's classroom interaction	<ul style="list-style-type: none"> Notify ahead of time the needed equipment for the activity Provide enjoyable and engaging activities Require activities just enough for one week Continue giving considerations to late submissions Improve students' online interaction Disseminate tasks clearly 	Enhancing strategies to teach Physical Education	Improving teaching and students' attitude in Physical Education for the new normal
	<ul style="list-style-type: none"> Accomplish the task promptly Execute exercise with caution Develop a habit to exercise Do ones best in the tasks 	Demonstrate positive attitude in Physical Education	
On expected competencies of students and teachers	<ul style="list-style-type: none"> Learn to adapt with the situation Develop resourcefulness Increase self-confidence in video Learn video editing skill Acquire physical health 	Honing students' distinctive abilities	Adaptive traits of students and teachers in the new normal
	<ul style="list-style-type: none"> Teachers are effective motivator Teachers are considerate and accommodating Teacher are encouraging Teachers are effective facilitator Teachers are patient and understanding 	Impressive attributes of Physical Education teachers	

Improving teaching and students' attitude in Physical Education for the New Normal:

In the new normal classroom, improving teaching strategies and developing positive attitudes are beneficial for both teachers and students. Participants suggest notifying necessary equipment ahead of time for activities, promoting healthy classroom interaction. We should be informed about required equipment for exercise preparation or purchase in advance to ensure we can prepare or purchase it as needed.

Physical Education teachers should provide engaging and enjoyable activities for students, ensuring they are doable and sufficient for a week. They should also consider late submissions, considering various student situations such as working students, slow learners, and those with poor internet connections. The course is challenging and tasking, and teachers should communicate with students to ensure they enjoy the activities. This approach helps students cope with the demanding nature of the course. IDI 5 suggests that students who cannot comply on time should be reminded and considered late, but there are no deductions. If they cannot complete tasks on time, they should still be considered late but not deducted.

Students struggle with classmates in new normal settings, leading to asynchronous classes with minimal online interactions. Specific suggestions include fostering stronger bonds. Online PE should feel like the

core of physical education and social interaction, even if it's done online. Quizzes at the end of meetings, like on a pressure site, should be provided to engage students with their classmates, ensuring they feel connected and engaged.

The text points the importance of clear task dissemination and proper instructions for virtual learning. It also highlights the positive attitude of students in the new normal, who excel in their Physical Education classes online. They believe in overcoming challenges and executing exercises cautiously to avoid physical and mental harm. Teachers and professionals are often absent during virtual learning. Therefore, IDI 5 reminded: Exercise responsibly and do your best to ensure your body is fully capable of performing the exercises. The speaker advises caution and effort in exercise, emphasizing the importance of being cautious with exercises if the individual's body cannot perform them.

Developing a habit to exercise is a positive attitude that benefits physical, mental, psychological, and personal aspects. Physical education is essential for everyone, as it teaches how to care for both the body and the mind, as noted by IDI 1. PE improves fitness, builds strong bones and muscles, reduces anxiety and depression symptoms, and is beneficial during lockdown, promoting mental and emotional health. IDI 2 encourages individuals to focus on their goals, do their best, and never give up, despite facing numerous challenges.

Adaptive traits of students and teachers in the new normal: The theme explores the development of students' unique abilities and the impressive attributes of physical education teachers. It highlights the importance of students adapting to challenges and achieving personal growth, as indicated by IDI 4. Students should learn while adjusting to the new normal of education. IDI 8 highlights the benefits of time management and patience in various tasks.

Physical Education course activities enhance self-esteem and confidence, as performances involve video uploads and teacher grading criteria. Participants also acquire editing skills for video beautification and compiling, enhancing their ability to create and submit good outputs. IDI 8 expressed enjoyment in video editing, finding it unforgettable and enjoyable to improve their skills.

Physical education teachers are crucial in the education system, adapting to the overnight shift. They motivate students, engage them, and ensure they learn effectively. Teachers exert effort to make students enjoy and engage in online classes. FGD 6 accentuates the importance of challenging oneself in learning despite the environment and situation, making it fun and pushing us further.

Participants appreciated the Physical Education teacher's motivation, consideration, and accommodation. They appreciated the teachers' responsiveness to personal and family issues, adjusting deadlines to accommodate submissions. They also emphasized the importance of motivation and encouragement during adjustment periods, as some students stopped studying. FGD 6 encourages students to be more self-reliant and improve their lifestyles not just for their modules but also for their grades. IDI 8 suggests that engaging professors who encourage students to engage in activities can help students become more engaged and successful in their studies.

Teachers effectively facilitated virtual Physical Education classes, despite challenges in the new normal setting. Participants appreciated their efforts, and FGD 4 expressed gratitude for the quality learning they provided. IDI 1 expressed satisfaction with the safety measures during exercises, while IDI 4 expressed gratitude for the efforts made by both students and teachers in adapting to the new normal set up of education.

Physical Education teachers' patience and understanding are highly valued, reducing student anxiety and fear, and IDI 10 hopes for continued patience and understanding in challenging times. FGD 3 and FGD 7

both expressed their confidence in their professors' ability to understand their problems and their resilience in submitting performance tasks and assignments.

DISCUSSION

Lived Experiences of College Physical Education Students in the New Normal

College physical education students' experiences in the new normal setting include acknowledging advantages and disadvantages, benefiting from positive effects, and experiencing negative effects.

Acknowledging the advantages and disadvantages of the new normal. This study confirms Secil's (2020) findings on college students' views on pandemic distance education, highlighting both advantages and disadvantages. The study found that students understood how Physical Education is beneficial for their overall well-being and mood stabilization. However, barriers in online learning during the pandemic included lack of physical space and mental wellbeing difficulties. The study also validates David Kolb's (1984) Experiential Learning Theory, as participants learned significant lessons through first-hand experiences of physical activities in Physical Education. Overall, the study highlights the importance of physical education in promoting mental wellbeing.

Benefiting the positive effects of the new normal. Participants view the new normal setting as a positive outcome, enjoying flexibility and freedom in distance learning. They also appreciate the opportunity to explore web development, gaining independence as noted by Lauren (2020). The new normal has positively impacted students by providing unlimited learning opportunities and allowing them to explore the online world. This aligns with Parama's (2020) view that online education enables students to attend classes from any location and allows schools to reach a wider network of students. Online lectures can be recorded, archived, and shared for future reference, allowing students to access learning material at their convenience. The personalized online learning system offers various options and resources, creating a perfect learning environment tailored to each student's needs.

Experiencing the negative effects of the new normal. The new normal setting in education has led to students experiencing issues with internet connection, inadequate resources, limited guidance, poor peer communication, poor learning environment, and compromised physical health (Rotas & Cahapay, 2020). Students often crowdsource for access to online materials and travel to other barangays for internet connection (Delas Peñas, 2020). The abrupt shift in education due to COVID-19 has contributed to stress, anxiety, and changes in routines, affecting sleeping hours (CNN, 2020; Caguya, 2020).

Coping Mechanism of College Physical Education Students in the New Normal

Participants' responses in IDI and FGD revealed a single theme: Acquiring Disposition, Abilities, and Support System as their coping mechanism in the new normal setting of Physical Education.

Acquiring disposition, abilities, and support system. The theme discusses the challenges students face in adjusting to online education, emphasizing the importance of establishing a healthy routine and maintaining communication with others (Metrona College, 2020). It also underlines the role of student responsibility in academic success and the need for a supportive system (Bhojane, 2019; Puen, 2020). The study also aligns with Carl Rogers' (1960) Humanistic theory, which underscores the positive impact of experiences on knowledge acquisition. The participants' experiences helped them cope with the challenges of the new normal setting of physical education, demonstrating the resilience and adaptability of the human spirit. Overall, this theme underscores the importance of support and communication in online education.

Insights shared by the College of Physical Education students in the new normal

Participants' insights on the new normal in Physical Education revealed two key themes: improving teaching and student attitudes and enhancing adaptive competencies of students and teachers.

Improving teaching and students' attitude in physical education for the new normal. The theme focuses on improving PE teaching methods in the new normal and encouraging positive attitudes among students. It aligns with Knowles' (1975) self-directed theory, which encourages individuals to self-diagnose learning needs, set goals, and evaluate outcomes. Diacor's (2021) study underscores the need for teachers to be adaptable and flexible in addressing students' needs in the new normal setting. Teachers must develop innovative teaching methodologies to suit individual needs (Saxena, 2020). Jones's (2020) interest in creative ways to keep students physically active during the pandemic is also highlighted. Online learning pedagogies and methodologies are also suggested to facilitate multiple forms of interaction and bridge the distance between teachers and learners (Anderson, 2008; Calvert, 2005; Garrison, 2009).

Adaptive Competencies of Students and Teachers in the New Normal. The theme discusses the importance of distinctive abilities in students and teachers in the new normal of education. It aligns with the Kellar ARCS model (2014), which suggests that enthusiasm for instruction leads to positive learning attitudes in students. It also accentuates the need for educators to create meaningful social interactions in online courses, especially for students balancing multiple courses (Mccellan, 2020). The theme also highlights the need for learners to adjust to remote learning environments, hone digital resources, and use new tools (Huong & Ki, 2020). The OECD (2020) highlights the importance of positive attitudes, self-regulation, and intrinsic motivation in improving performance in schools.

Implications for Educational Practice

Participants' experiences in the new normal setting revealed both positive and negative aspects. Emotional reactions showed adaptability, flexibility, perseverance, and the use of support systems. Motivation was crucial for learning in this new environment. Students needed physical and mental motivation to complete tasks despite challenges. The presence of learning materials and internet connection could improve learning experiences. Support from school, stakeholders, and the community was essential for students to gain competencies and improve outcomes. Students also needed to broaden their perspectives and be flexible, adaptive, and perseverant to face the real world.

RECOMMENDATIONS FOR FUTURE RESEARCH

The qualitative research suggests that schools should invest in internet connectivity to support students in the new normal of online learning. School administrators should provide webinars on improvising exercise equipment and providing technology-related training for students in Physical Education. Online application accounts can help students interact with classmates and reduce anxiety. Guidance and counseling programs through virtual platforms can help students cope psychologically and emotionally. Teachers should provide understanding and encouragement, plan activities that cater to diverse intelligence, and extend support systems to students struggling in online classes. School leaders should collaborate on faculty and student development programs and provide seminars and training for teachers. Future research should explore the experiences of students and teachers in the new normal setting and highlight their successes.

CONCLUDING REMARKS

The study focused on the experiences of college Physical Education students in the new normal setting of online learning. The researcher chose a qualitative research design to understand the students' struggles and

cope with the challenges brought about by the shift to online learning. The students' resilience and optimism in overcoming challenges in the new normal setting are highlighted. Teachers and parents' support and understanding are crucial for students in this new setting. The students need constant guidance and reminders to help them feel supported and encouraged. The study accentuates on the importance of compassion and understanding in teaching, as if teachers are struggling, their students are also working. The findings can help other students, teachers, parents, and institutions implement online PE courses. The study highlights the importance of understanding and supporting students in this new normal setting.

This study aims to assist students struggling with the new normal in online Physical Education courses. It emphasizes resilience, adaptiveness, and practical applications for students, teachers, administrators, and parents. The study broadens perspectives and highlights the importance of adapting to the new educational setup.

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