Exploring the Interest of Bachelor of Physical Education Students in Online Learning: A Case Study

Merry Cris S. Macasling[1] & Vanessa Glynn A. Luar[2] & Muammar M. Alap[3] & Mary Grace T. Cabalse[4] & Alfer Jann D. Tantog[5] & Mario F. Alayon[6]

[1,2,3,4,5,6] Saint Columban College, Pagadian City, Philippines
Correspondence: Merry Cris S. Macasling, Saint Columban College, Pagadian City, Philippines
Email: msmacasling.cteas@sccpag.edu.ph

Abstract

The purpose of this study was to describe the interests in online learning of college students enrolled in the Saint Columban College Bachelor of Physical Education program. The primary tool for acquiring data on BPEd students' interest in online learning in their major subjects was an interview with interview guide questions. The experiences of college students with online learning were evaluated using a descriptive case study method. This study included fifteen (15) college students studying Bachelor of Physical Education at Saint Columban College's College of Teachers Education Arts and Sciences. The information gathered was examined using thematic analysis. Skills and passion are important findings that drive them to enroll in online classes in their major subjects. The majority of the students' significant experiences gathered over the BPEd courses online classes were in Video Editing and Performing. Furthermore, due to their desire to complete the BPEd course, the students became interested in joining virtual classes. Moreover, the BPEd students' main challenges were related to the internet connection, which was often poor or unavailable, which they handled through time management.

Keywords: Bachelor of Physical Education Program, Interest, Experiences, Challenges, Online Learning, Internet Connection

Introduction

The primary priority for educators was to guarantee that students' work fulfills academic needs (Quinco-Cadosales, 2013). Physical educators are concerned about students' interest in regular physical activity. Teachers most frequently observed students' lack of learning motivation and interest, as well as local interpersonal connections, which is consistent with existing studies (Lau et al., 2020). When Physical Education (PE) sessions were transferred to online teaching mode during the Pandemic, a prior study

highlighted physical contact, group activities, and sporty apparel as the significant missing aspects (Varea & González, 2020). It is challenging for students to participate in PE classes without such qualities.

Various learning sectors in the Philippines have suggested numerous innovative initiatives. In terms of the effectiveness of online PE instruction, most teachers stated that it was ineffective in fostering motor skill acquisition or increasing physical activity levels. In reality, findings show that most teachers find it challenging to keep students' learning motivation and interest. Previously, during the class suspension, examining parents' perspectives on students' online learning found similar results, with children's lack of focus and interest being the most commonly mentioned challenges by parents during home learning (Lau & Lee, 2020).

Students' Interest in Online Learning

PE provides opportunities for students to engage in a variety of learning experiences through active play, sports, and other physical activities that are planned systematically, focused, and arranged in the learning process, with personal interests playing a significant role. The better the learning activities, the bigger the students' interests (Shen et al., 2007). Students' strong motivation to follow the topic in the next lesson will be motivated by their strong interest in PE learning (Webster et al., 2011). Although considerable research demonstrates that online learning can be as successful as traditional education that required participation, few studies examined learner contentment with virtual learning, especially in the transition from conventional to online learning. According to the findings, students' reactions to online education depend on their expertise with online tools, their capacity to effectively access online classes, and the teachers' style of conducting learning activities (Butnaro et al., 2021).

Adaptation to New Normal Conditions Affecting Students' Interest

Students' interest in online learning during the Pandemic presented obstacles and problems since they had to make multiple improvements to cope with this new normal mode of teaching. Schools forced to close due to the Pandemic, and face-to-face lessons have been switched to the internet environment. Students experienced concerns such as internet access, an overflow of instructional activities, financial issues, insufficient resources for online learning, and mental health issues (Fulgencio et al., 2021).

The researchers found that most existing studies described Bachelor of Physical Education Students' interest in online learning might be unpleasant and impact students' academic performance. There are problems faced in this new normal of learning because studying face to face and online was different, students believed they do not fully

comprehend the materials offered and most of the learners are not interested because of the limited interactions and concerns such as internet access, financial issues, and insufficient resources for online learning. The abrupt switch to fully online learning has been particularly stressful for most of the Physical education students especially that their subjects are more on performances. For this reason, this study addressed BPEd students online learning experiences and their interest in online learning in their major subjects.

Theoretical Framework

Asian researchers are working together to build the interest-driven creator (IDC) theory as a holistic learning design theory for future education in Asia. According to this theory, students regularly involved in an interest-driven learning process with technology help will evolve into lifelong creators (Wong et al., 2015). When students are motivated to learn out of their interests, they would eventually establish their ways of learning habits and generate new information or items after immersing themselves in repeated learning activities. Triggering interest, immersing interest, and extending interest are all part of the interested loop (Wong et al., 2015). Arousing curiosity is a general method for triggering one's first interest in learning new things. When difficulties beyond one's level arise, a knowledge gap emerges, and people's "hunger for knowledge" drives them to seek further information to close the gap. Intense emotional engagement is required to preserve one's interest in learning. This could result in engaging students in learning activities that allow them to build a sense of control and efficacy by taking on new tasks. Extending interest is extending one's interest in an area to the point where they are motivated to re-engage in learning when opportunities arise in the future. Imitating, combining, and staging is part of the creation loop (Chan et al., 2015).

Method

Research Design

A qualitative method and a descriptive case study method by Merriam were utilized in this study. Observations, interviews, focus groups, documents, and artifact analysis were among the methods employed in this case study to aid in the formulation of data goals. The goal of this research was to provide a comprehensive overview that helped in the understanding of the phenomena (Merriam, 1998). This method was applicable and connected to the study, for it investigates more than just examining one person or situation. It aimed to go deep into the research context to understand how things are, why they are the way they are, and how participants perceive them in their environment (Gay et al., 2009). The study used an individual interview questionnaire as the significant approach to express their opinions, sentiments, beliefs, and suggestions about the existing inquiry to

provide relevant data. The primary way of gathering personal opinion and detailed information from participants was the individual or face-to face interview, which allowed the researcher to acquire a complete response from a diverse sample. As a result, this method ensures that the results are reliable.

Research Environment

The research study was conducted in a private institution in Pagadian City, Zamboanga Del Sur offering Bachelor of Physical Education (BPEd).

Research Participants

The participants in this study are 15 third-year BPEd College students. They agreed to participate, and students assured that their responses will be kept anonymous. The researcher remained focused on the students and answered the questions they had. They were chosen because they had taken the suggested course.

Instrument

An interview guide questionnaire was employed as the research instrument in this study. Before gathering important data, the researcher designed interview questions and had them validated. Participants are offered open-ended questions that encouraged them to express themselves thoroughly on the related topic of interest. A panel of experts evaluated the questionnaire's content, criteria, and face validity.

Data Gathering Procedure

The researcher requested a study permit and conducted a study by writing to the School President's office. The researchers explained the study's goal and how to use data and outcomes to the school president and students. All respondents were fully informed about the study's subject matter, including the significance of their opinions in relation to the current problem. After the data has been collected, it was processed and evaluated to develop conclusions.

Data Analysis

Students' distinct and individual experiences of the BPEd program in their major subjects are analyzed using thematic analysis. Thematic analysis, according to King (2004), is a valuable tool for evaluating the views of diverse research participants, revealing similarities and differences, and producing new insights. Thematic analysis used to

summarize the most important aspects of a vast data set. It forces students to manage data in a well-structured manner, resulting in a clear and well-organized final report (Castleberry & Nolen, 2018).

Ethical Considerations

The researcher is responsible for securing against any threat or risk that participants in the study agreed to, as well as demonstrating ethical management. The collected insights and data from the respondents will be kept private to avoid any biased intake from other respondents. Students in BPEd have the option of sharing or not sharing their personal information with researchers, as long as this does not compromise their empirical validity. To guarantee a clear understanding, researchers provide total transparency regarding the study's purpose and why they were chosen as target participants. The researchers make every effort to avoid plagiarism and to appropriately support the statements and arguments that will be presented to the body of knowledge. The researchers decided what to do even though they requested participants to sign an assent form because research participants give their permission to be a part of a study and must be given enough information to provide "informed" consent to participate.

Findings

The findings of the study describe Bachelor of Physical Education students' experiences with online learning and their interest in online learning in their major subjects. It proves that BPEd students should embrace this new mode of learning, manage the challenges of doing various activities in their major issues, practice time management, especially since there are numerous activities to complete, and motivate themselves to never give up in life to overcome the challenges they face.

Bachelor of Physical Education Students' Experiences in Online Learning in their Major Subjects

Studying in the BPEd course can be difficult considering that most subjects are hands-on activities. Students' experiences might either be beneficial or detrimental to them. Based on the responses provided by the participants during the one-on-one interview conducted on their experiences in online learning in their major subjects, several themes emerged. These themes are: lack of internet connection, difficulties in online performance, lack of time management, time consuming, lack of resources, and costly.

Lack of Internet Connection

Implementing the new normal teaching approach also paved the way for some of the most common problems and challenges that BPEd students faced, particularly during online classes. Taking online classes requires you to have access to the internet. Living in remote areas caused some students to experience problems due to a lack of access to a stable internet connection.

In this pandemic, the problem is that we have no signal in our barangay that is why I was not able to join classes. - P1

The real problem is the lack of internet connection, some of our teachers will give us materials to read or recorded discussions so we will not be behind in class. – P11

In online class, I experienced difficulties because of lack of internet connection and by that, some of our classes are in asynchronous. - P5

Living in a remote area is difficult because every time we have online classes, internet connection was the problem. - P2

Lack of internet connection was difficult because every time we have online classes, I need to find a place that has stable internet connection. - P8

Difficulties in Online Performance

Physical Education is more on performance and focuses on psycho motor or hands-on exercises that require instruction on real performance. Given the Pandemic's impact on education, BPEd students may find it challenging to assess their performance.

I can say that it is challenging, especially in our major subject, the aquatics for although the strokes have been discussed still, there's a big difference between discussing and having an actual performance for there's someone who can guide us. - P15

In our major subjects especially in dances, I experienced difficulties in performing because I only watched YouTube and follow the steps and no one will assess if it is proper or not. - P9

Although I am a physical education student, I still experienced difficulties in performing because I am a type of person who needs guidance or there's someone who can teach me rather than copying steps in YouTube by myself. - P3

Lack of Time Management

Lack of time management affects students in big ways because they cannot complete projects, assignments, and performances on time.

For me, online performance is really difficult for it takes a lot of time. Most of our major subjects are video performance and it is really difficult to manage my time practicing, editing, and uploading especially I am in a remote area that needs a strong

internet connection. -P10

It is indeed a burden for me because aside from most of our activities in major subjects are video performance, it is also my first time utilizing these platforms, and I have difficulty accessing and familiarizing the platform that needs an ample of time finishing all activities and practicing the platform at the same time. - P4

In this pandemic wherein we are at home only using google classroom and other online platform, it was difficult for me to manage because we are at home it is expected that households, activities, assignments, and video performances should be done at the same time. - P12

Time-Consuming

Performing online results in time-consuming, especially for those students who are not really knowledgeable in terms of using gadgets.

As I compare virtual and face to face performances, virtual gives advantage because we can retake if we think our performance is not good for we can edit it, but the problem is I am not really knowledgeable in terms of using gadgets especially in editing and it is really time consuming for instead of uploading it directly while there's still strong internet connection, I still need to edit it and enhance it more that made it time consuming. – P13

I observed that although online has an advantage, still it gives more disadvantage and time-consuming compared to face to face because there are a lot of process, if it will exceed to the limit, we need to upload it in Google drive just to submit the video that causes more burden compared to face to face. – P6

Online classes is really time consuming especially that I am in a remote area that used pisonet to have internet connection. Instead of answering it directly to save time in the pisonet and answer different activities given, I need to exert more time to watch first the recorded discussion that made it time-consuming so that I can answer the quizzes. - P8

Lack of Resources

Bachelor of Physical Education students experienced difficulties in online learning for not all students can afford online learning resources such as laptops, cell phones, and other electronic devices.

Sometimes, I lost my interest in creating activities in my major subjects, for I just have a cell phone and no laptop. Using a cell phone is quite difficult, this is especially true in our major subject, where we started developing lesson plans. - P14

I observed that it is nice if our video quality is good, but I have nothing to do because of lack of resources, I just borrow phone so that I can record and video myself in video performances. - P7

I experienced difficulties in online learning due to lack of resources because everytime we have reportings and need to make a PowerPoint presentation, it is easier if there is laptop and I just used cell phones that made it difficult. -P5

Costly

BPEd students had to adjust to the costs, particularly for online classes, which require data or load to access, internet connection, and gadgets to join virtual classes.

Online learning is too expensive especially for me that I have no WiFi only data I used. Sometimes, I miss online lectures due to loss of load. –P15

My cell phone is too old and full storage because of a lot of files, if I get a new one it is too expensive for me to afford. –P1

I am in a remote area that depends on the pisonet, one hour is equivalent to five pesos and every day it is costly for me. - p9

Every time I watched recorded discussions it is costly for instead of answering directly the quizzes equivalent to five pesos which is one hour in the pisonet, I need to take fifteen pesos for three hours just to watched first then answer it all. -P3

Bachelor of Physical Education Students' Interest in Online Learning in their Major Subjects

Interest is a great motivator that drives learning, guides academic and professional paths, and is critical to academic success. Interest is a psychological condition of attention and affection toward a specific object or topic, as well as a long-term bias to return to it. Based on the responses provided by the participants during the one-on-one interview conducted on their interest in online learning in their major subjects, several themes emerged. These themes are loss of interest, poor internet connection affects students' interests, interested in online learning, interested because of new learning's, interested because of passion, willingness to learn, and interested due to influence.

Loss of Interest

BPEd students felt loss of interest in online learning that made them harder to do the things they need to do each day. It leaves them a feeling of disinterested and unmotivated to do much of anything at all.

Since online, I can say that my interest in creating different activities was loss because it appears boring when compared to face-to-face where we bring props, it is fun to practice because there is interaction with our classmates and teachers, and now it appears that we pass for only compliance. - P4

Instead of listening to virtual classes, I scroll in any social media accounts to have fun. Online learning makes me become lazy and loss of interest. -P8

In our video performances wherein we watched only YouTube to get some steps that loss my interest for I am not a type of person who is good in just watching videos for me to learn. - P11

Poor Internet Connection Affects Students' Interests

Online learning needs a strong internet connection to join classes or virtual meetings and it is very difficult for the students for they had poor internet connection.

The poor internet connection is the main problem especially that our classes is through online, it affects my interest for I always in and out in the class. – P12

Online learning affects my interest because of the internet connection that was a burden in a remote area, I need to find a place that has stable internet connection. - P13

In our major subjects, there are activities that needs to be research and because of poor internet connection it affects my interest because I felt irritated. - P7

Interested in Online Learning

Online courses teach students how to manage their time better since the student bears the responsibility of engaging with the course instead of simply showing up to class on an assigned day and time. As a result, students not only gain knowledge from the coursework but also sharpen their time management skills.

I prefer online learning because our instructors provide us with a lot of time to create the tasks. Then it will be easy for us to research and multitask. For example, while listening to the online class, we can accomplish our household tasks or other assignments from different subjects. –P10

I am interested in online learning because I am just at home, I can multitask and no hassle for we have also Wi-Fi. - P2

Online learning makes me interested for I can bond with my family at home while also asking them help if I felt difficult or cannot fully understand the topic. - P14

Interested because of New Learnings

Online learning gives new opportunities to the students for they discover new skills such as editing, video making, Microsoft Word and PowerPoint presentations.

My interest in online learning is the same in face-to-face classes for although there's a difference in mode of teaching but I adapt and enjoy it for there are a lot of things I discover to myself like editing, Microsoft Word and creating PowerPoint presentations. Before, I have no knowledge about it but now I know already how to edit because of this new set up of learning. –P11

I am interested in online learning because I gain learning's that are new to me and I can apply it in the future purposes. - P7

In this world wherein we are surrounded with technology, those questions I had last time like how to edit, video, used PowerPoint presentation are all answered because of this new set up that made me felt happy and interested. - P4

Interested Because of Passion

Bachelor of Physical educations students are interested in online learning because of their passion that motivates them to join virtual classes.

I'm interested, despite the fact that it's online, because I enjoyed my major and have been looking for a major that will meet my passion for dancing and athletics since then. – P12

Although I experienced difficulties in online learning especially in performances, I am still interested because this is my chosen path and I still enjoyed performing through online because of my passion. - P8

In this pandemic, I am still interested because I love what I am doing and it is just a challenge for me if I can survive this course. - P5

Willingness to Learn

Some students are interested in online learning because they are really willing to learn. People who are eager to learn may be referred to as "curious" or "inquisitive.

Although it's online, I am still interested because I just want to learn. I show my interest by doing the activities and requirements given in order to pass and gain high grades. – P9

My willingness to learn was not affected despite the pandemic that made it to online classes, because the learning's are the same only the mode of teaching was change. - P3

I am willing to learn despite the new mode of teaching because I know that it is useful for future purposes. - P15

Interested Due to Influence

Some BPEd students are interested in online learning because of their observation to their classmates that influenced them to learn.

I am interested in online learning because of my observation of my classmates that they are interested. -P14

Seeing my classmates joining virtual classes and doing their assignments made me felt interested to do the same. - P1

I am interested in online learning because my classmates and circle of friends always motivate me to do the assignments for we are all hoping that all of us will graduate.

- P11

Discussion
Bachelor of Physical Education Students' Experiences in Online Learning in their Major Subjects

Students shared their experiences by comparing virtual and real-life performances. Despite the benefits of online performances, they still prefer face-to-face presentations on their primary subjects because it is less stressful or burdensome for them than virtual. Virtual performances for them are time consuming, needs time management, lack of internet connection, and experienced difficulties in performing. It is their first time utilizing these platforms to some students, and they have difficulty accessing them. They have limited time to learn how to utilize them, thus delaying submitting their assignments online (Chua et al, 2020).

Bachelor of Physical Education Students' Interest in Online Learning in their Major Subjects

Some respondents stated that they are interested in online learning in their major subjects because they have lots of time to complete the activities. In addition, they are interested since it is their major and their passion is aligned with their major course. They are also interested because of the influence of their classmates that made them also interested, also to pass and gain high grades. On the other hand, some respondents are uninterested because they believe that face-to-face is preferable to virtual because it allows students and professors to connect and practice together. Despite their difficulties, they are grateful that they have overcome and managed them. When students are motivated to learn out of their own Interests, they would eventually develop their own ways of learning habits and create new knowledge or things after immersing into repeated learning activities. (Wong et al., 2015).

Conclusion and Recommendations

Based on the summary of findings, the researchers concluded that the research participants describe their experiences and their interest in online learning in their major subjects. The difficulties had been encountered largely been related to the internet connection, which has been poor or non-existent at times, causing them to worry and affecting their interest in learning. Although some respondents stated that they are interested in online learning for some reasons such as being able to multi-task and discovering new understandings through technology, the majority of respondents reported difficulties that are affecting their interest in learning because of several themes emerged

such as lack of internet connection, difficulties in online performance, lack of time management, time consuming, lack of resources, and costly. Aside from that, because they believe that as a Bachelor of Physical Education, there is an interaction or more on actual performance rather than a complete discussion.

Despite the various obstacles, they could adjust, adapt, and continue to improve their knowledge and skills, as well as manage the multiple activities in their major subjects through time management. Furthermore, this research suggested recommendations regarding the constructed conclusion such as, teachers should plan effective strategies in teaching to capture students' interest, students should encourage once-a-week face-to-face classes, mainly if activities in major subjects must be performed. Also, teachers should offer both synchronous and asynchronous learning options to deal with students with varying internet availability levels, and lastly teachers may also extend the time for BPEd students to submit their work to have ample time to complete it, particularly in their major subjects.

References

Abdul, F., & Eissa, M. (2017). The effectiveness of time management strategies Instruction on students' academic time management and academic self-efficacy. *International Journal of Psycho-Educational Sciences, 4*(1), 44-50. https://eric.ed.gov/?id=ED565629

Butnaro, G., Nita, V., Anichiti, A., & Brinza, G. (2021). The effectiveness of online education during COVID 19 pandemic – a comparative analysis between the perceptions of academic students and high school students from Romania. *Sustainability, 13*(9), 5311. https://doi.org/10.3390/su13095311

Chan, W. K., Leung, K.I., & Ho, C.C. (2021). Effectiveness of online teaching in physical education during COVID-19 school closures: A survey study of frontline physical education teachers in Hong Kong. *Journal of Physical Education and Sport 21*(4), 1622 1628. https://tinyurl.com/44xuuahf

Creswell, J.W. (2009). Research design: Qualitative, quantitative, and mixed methods. https://tinyurl.com/2p85kvzw

Gay, L.R., Mills, G.E., & Airasian, P.W. (2012). *Educational research: competencies for analysis and applications* (10th ed.). Boston: Pearson.

Harefa, S., & Sihombing, G. (2022). Students' perception of online learning amidst the Covid-19 pandemic: A study of junior, senior high school and college students in a remote area. *F1000Research 10,* 867. https://doi.org/10.12688/f1000research.52152.1.

Hyun, C., & Wi, Y. (2020). Difficulties of online physical education classes in middle and high school and an efficient operation plan to address them. *International Journal of Environmental Research and Public Health 17*(19), 7279. https://doi.org/10.3390/ijerph17197279.

Kurniawan, R., Kurniawan, A. W., & Wijaya, D. (2021). Students' interest in physical education learning: Analysis of internal and external factors. *Journal Sport Area, 6*(3), 385-393. https://doi.org/10.25299/sportarea.2021.vol6(3).7402

Quinco-Cadosales, M.N. (2013). The study skills of first year Education students and their academic performance. *IAMURE International Journal of Education 6*(1). http://dx.doi.org/10.7718/iamure.ije.v6i1.494

Rotas, E. E., & Cahapay, M. B. (2020). *Difficulties in remote learning: Voices of Philippine university students in the wake of COVID-19 crisis. Asian Journal of Distance Education, 15(2), 147-158. https://doi.org/10.5281/zenodo.4299835*

Vargas, A., Macias, A., Soto, K., Lopez, Y., Gutierrez, T., & Escobedo, G. (2020). The Impact of environmental factors on academic performance of university students taking online classes during the COVID-19 pandemic in Mexico. *Sustainability 12*(21), 9194. https://doi.org/10.3390/su12219194

Wei, Z., Yu-Yu, M., & Hung-Lung, L. (2021). Research on blended learning in physical education during the COVID-19 pandemic: A case study of Chinese students. *SAGE Open, 11*(4). https://doi.org/10.1177/21582440211058196