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RESEARCH ARTICLE

CHALLENGES OF PHYSICAL EDUCATION STUDENTS IN ONLINE LEARNING USING GOOGLE CLASSROOM DURING COVID-19 PANDEMIC

Francis Jose S. Dela Cruz

Emilio Aguinaldo College, Manila, Philippines Graduate School.

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Abstract

This study utilized the descriptive research design to determine the challenges of the Bachelor of Physical Education Students in an On-line Learning using Google Classroom during the Covid -19 Pandemic. The study used the descriptive statistics such as frequency count, percent, mean, standard deviation, sample variance, kurtosis, skewness, and confidence level to interpret and analyze the data gathered that will determine the activities carried out by the BPED Students using Google Classroom, current issues encountered by the students in an online learning, and about the alternative online platforms and the level of satisfaction of the students in an online-learning.

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Introduction:-

Physical Education have been a part of every academic year. It would be beneficial for the students to engage on physical and wellness activities. Physical Education promotes fitness among faculties and students. Loosen up academic stress, performing recreational activities and cognitive enlightenment at the same time.

Technology has aided in the advancement of modern education at all stages of schooling, including school, college, and university education. Not only has the use of technology improved in the classroom to make the method of teaching and learning more efficient, learner-centered, and outcome-focused, but it has also encouraged teachers to use it as a means to close the gap between classrooms.

Laptops, personal digital assistants, and digital measurement instruments are also part of the 21st-century science classroom. There is a common belief that using this technology would automatically result in groundbreaking improvements in teaching and learning processes. The role of technology, in particular, is expected to turn teacher-centered instruction into student-centered instruction.

KgalemeloRodnieMafa (2018) stated that Google Classroom is a free web based learning application or tool that is utilized for collaboration among instructors and learners. This is a learning management system in which instructors can create classes, invite and welcome learners to the class and start exchanging course content materials.

Klapproth (2020) explained that instructors are more likely to be stressed if they are required to utilize technology that they do not feel comfortable with. Both criteria were present during the lockdown. Outside-of-work stressors, such as socio-demographic characteristics or coping mechanisms, can also play a role.

Corresponding Author:- Francis Jose S. Dela Cruz

Address:- Emilio Aguinaldo College, Manila, Philippines Graduate School.

In schools, where close proximity and physical contact were commonplace, PE has long been thought of as a practical and 'hands-on' subject. Because of the current Covid-19 outbreak, the delivery of PE in the Philippines has switched entirely online, which might have serious ramifications for Tertiary PE teachers and students.

The typical setting of daily life becomes different because of the threat of Corona Virus Disease which also called COVID-19. Lockdown for several months, adapting health protocols and the new normal begins. The government is unprepared. These also affect the education system. The educators and school administrators are on their heels preparing for the new normal approaching of classes. Blended Learning is the alternative way of conducting classes during this time of Pandemic. The Instructors attended various webinars in the use of Google Classroom as our LMS for the opening of classes. Blended Learning should also consider the limitations and barriers. Health protocols must be observe, physical distancing, reliability of internet connection and the readiness of the students. The Instructors must be realistic on approaching classes although barriers might not be excluded.

Samante2020, stated that having Physical Education classes during this time of pandemic would be essential. Instructors can enlighten minimum skills for the students to acquire compared to typical setting of teaching Physical Education.

Pittman & Gaines (2015), stated that Major barriers limiting teachers' ability to use and integrate technology into classrooms are lack of resources, time, and support

This research looks at the web-based learning experiences provided by the Google Classroom setup at the Students education level, as well as the efficacy of this modern kind of blended learning environment.

The primary objective of this study is to document the challenges,of (BPED) Students on using flexible learning modality(Google Classroom) in Physical Education during the COVID-19 pandemic. In particular, it tries determine the challenges, Issued they encountered and their level of satisfaction.

Methodology:-

The descriptive research designed was used employing a semi-structured questionnaire. This research design is the most appropriate design to used in this study as it aimed to determine the challenges of the Bachelor of Science in Physical Education Students in an On-line Learning using Google Classroom.

The respondents of this study are the students officially enrolled of Bachelor of Physical Education at Laguna State Polytechnic University – Siniloan Campus in the province of Laguna, Philippines this Academic Year 2020-2021. The simple random sampling was used to distribute the survey questionnaire to the 61-student respondents of this study.

The researcher adapted the survey questionnaire by Mahyoob (2020), when he measured the Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners. The survey questionnaire was checked for validity and reliability fulfillment. The survey questionnaire is composed of five parts: first, is the demographic profile of the respondents; second, is about the activities carried out by the BPED Students using Google Classroom; third, is about the issued encountered by the BPED students in an online learning using Google Classroom; fourth, is about the alternative online platforms; and fifth, is about the satisfaction of the students in an online-learning. The survey questionnaire was programmed in the google form by the ICT experts in the university.

The researcher used the descriptive statistics such as frequency count, percent, mean, standard deviation, sample variance, kurtosis, skewness, and confidence level to interpret and analyze the data gathered.

Results and Discussion:-

Figure1:- shown that majority of the respondents are Second Year Level with 36.1% followed by Third Year Level with 32.8%, and the least is the First Year Level with 31.1%. It can be noticed that there is no Fourth Year Level respondent as this program of Bachelor of Physical Education (BPED) is one of the new programs at LSPU. BPED is a four-year course, so far, there is no fourth-year students.

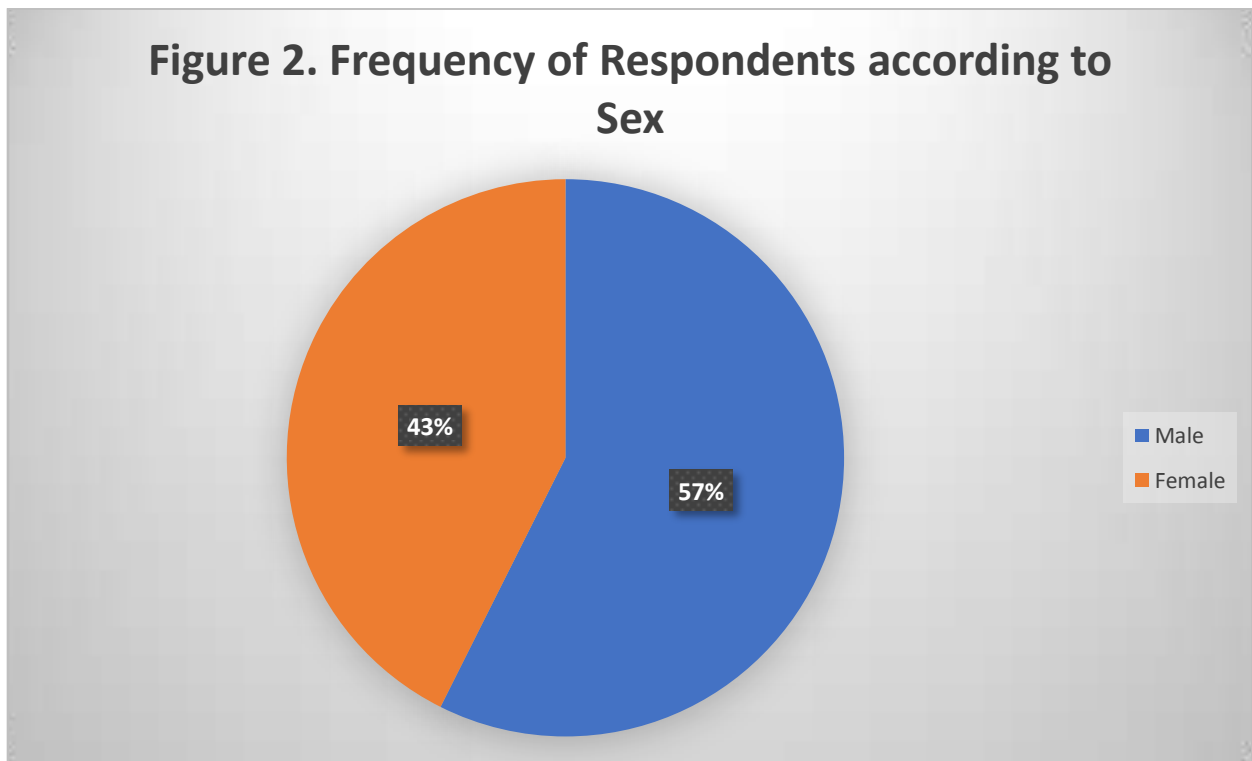
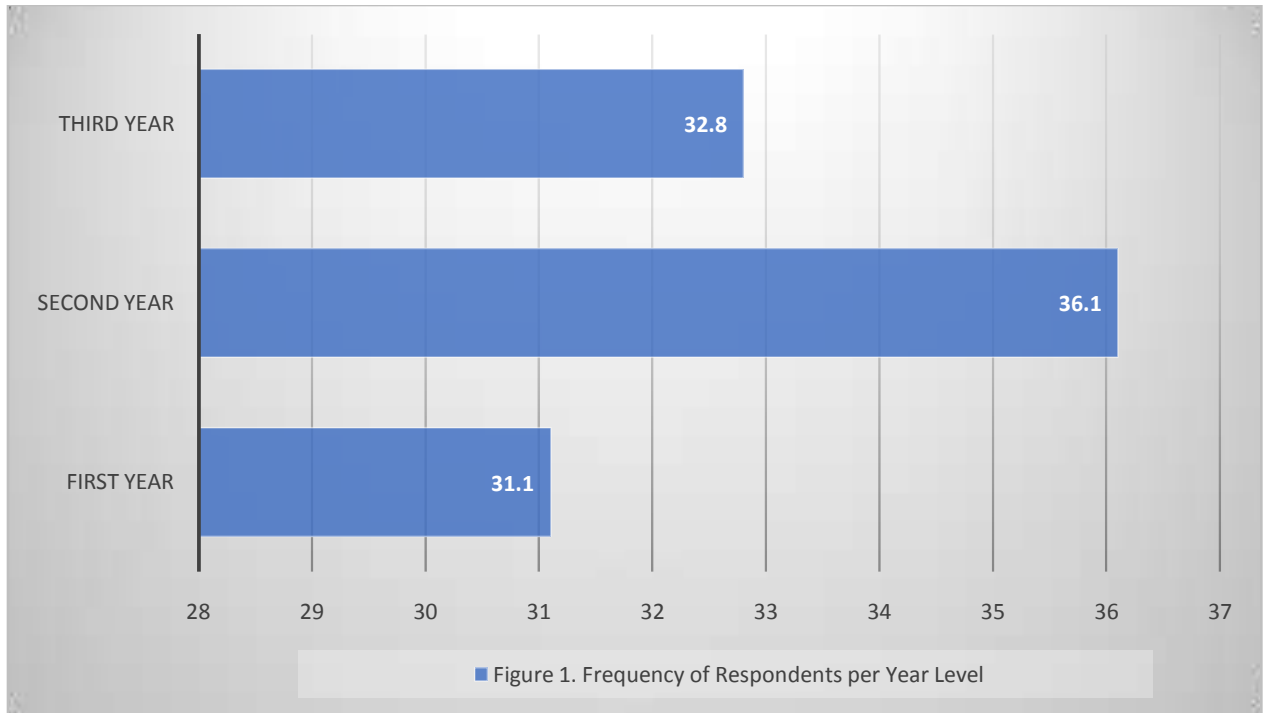


Figure 2:- shown the frequency of respondents according to sex. The majority of the respondents is male with 57% and the female respondents have 43%. It can be gleaned from the data that majority of the male is more attracted to take up Bachelor of Physical Education Program.

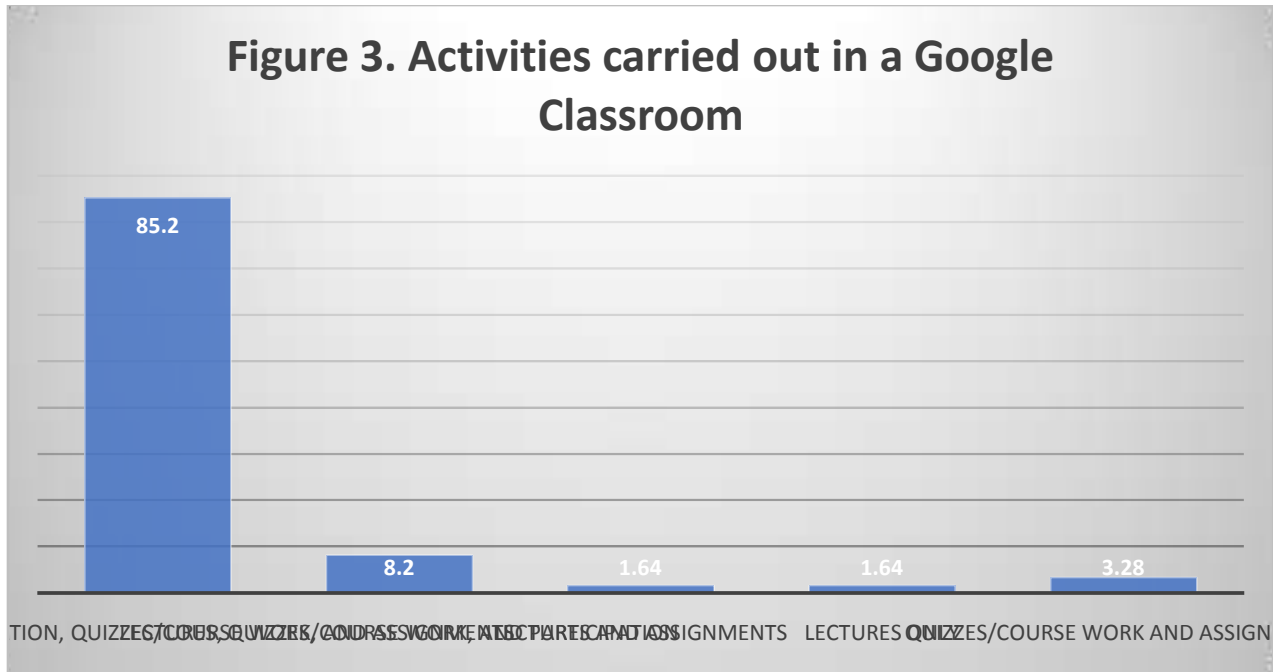


Figure 3:- shown the activities carried out in a Google Classroom. The majority of the respondents carried out in a Google Classroom the lectures, participation, quizzes/course work, and assignments with 85.2% followed by lectures, quizzes/course work, and participation with 8.2%. The activities carried out, by the least of the respondents, in a Google Classroom is lectures and assignments, and lectures only both have 1.64%. It can be gleaned from the data that 85.2% of the 61 respondents can catch up with their lectures, can do participate in a synchronous session, can take a quizzes and course work, and can do their assignments.

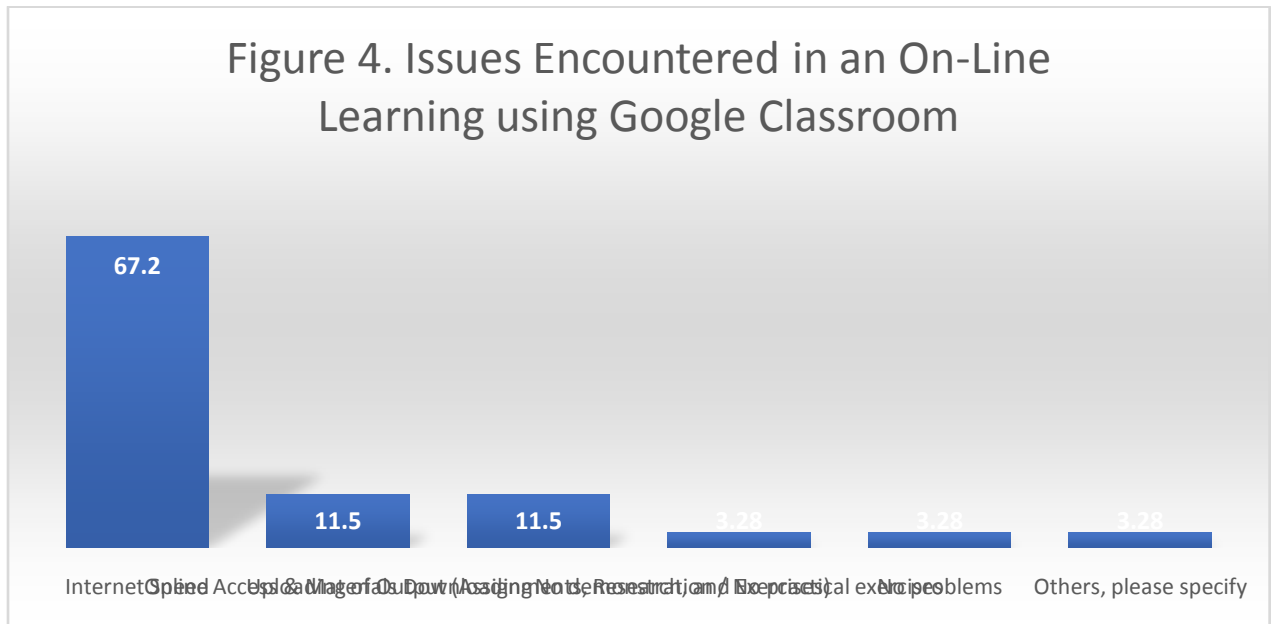


Figure 4:- shown the issues encountered in an On-Line Learning using Google Classroom. The majority of the respondents have encountered issues about internet speed with 67.2 out of 61 respondents. The least of the respondents have encountered issues about no demonstration/no practical exercises, no problems, and others, did not specify their responses, all have 3.28%. It can be gleaned from the data that majority of the respondents have encountered internet speed as one of the challenges in an on-line learning using a Google Classroom.

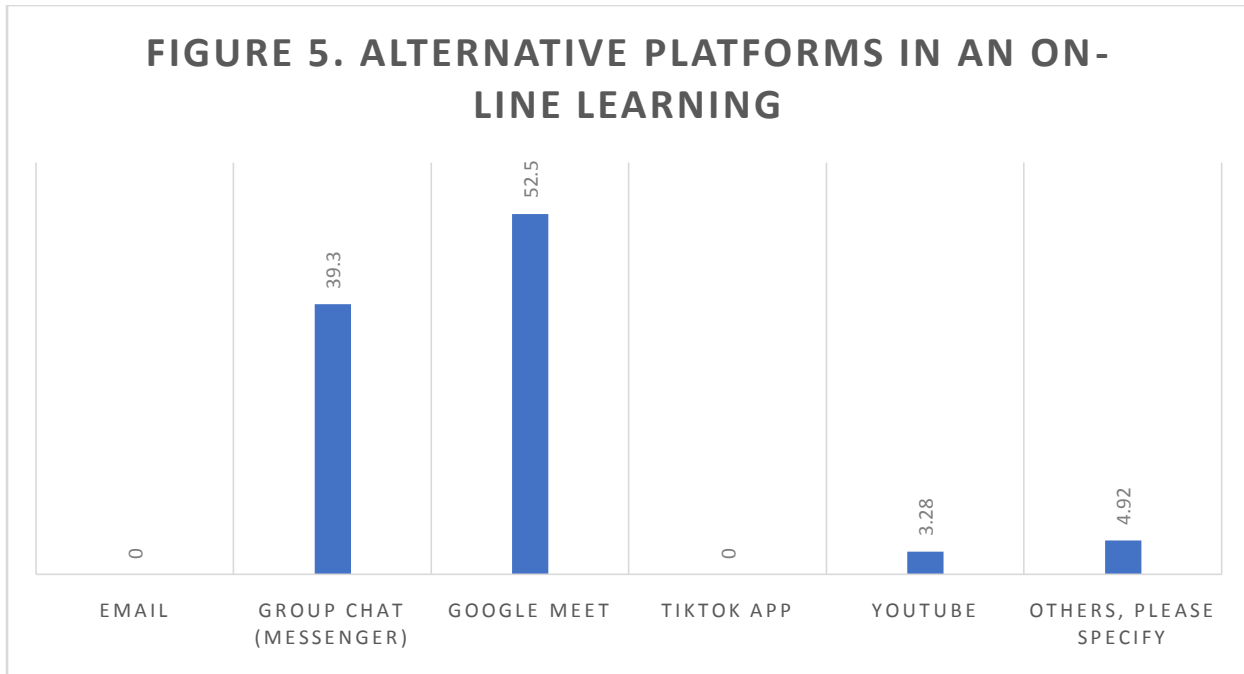


Figure 5:- shown the alternative platforms in an on-line learning. The alternative platforms based on the responses of the respondents is google meet with 52.5% followed by the group chat (messenger) with 39.3%. Email, and Tiktok App did not receive any responses from the respondents, and they are not considering these as an alternative platform in an on-line learning. It can be gleaned from the data that synchronous meeting is conducted most often than not. As google meet, and group chat (messenger) received higher responses from the 61 respondents.

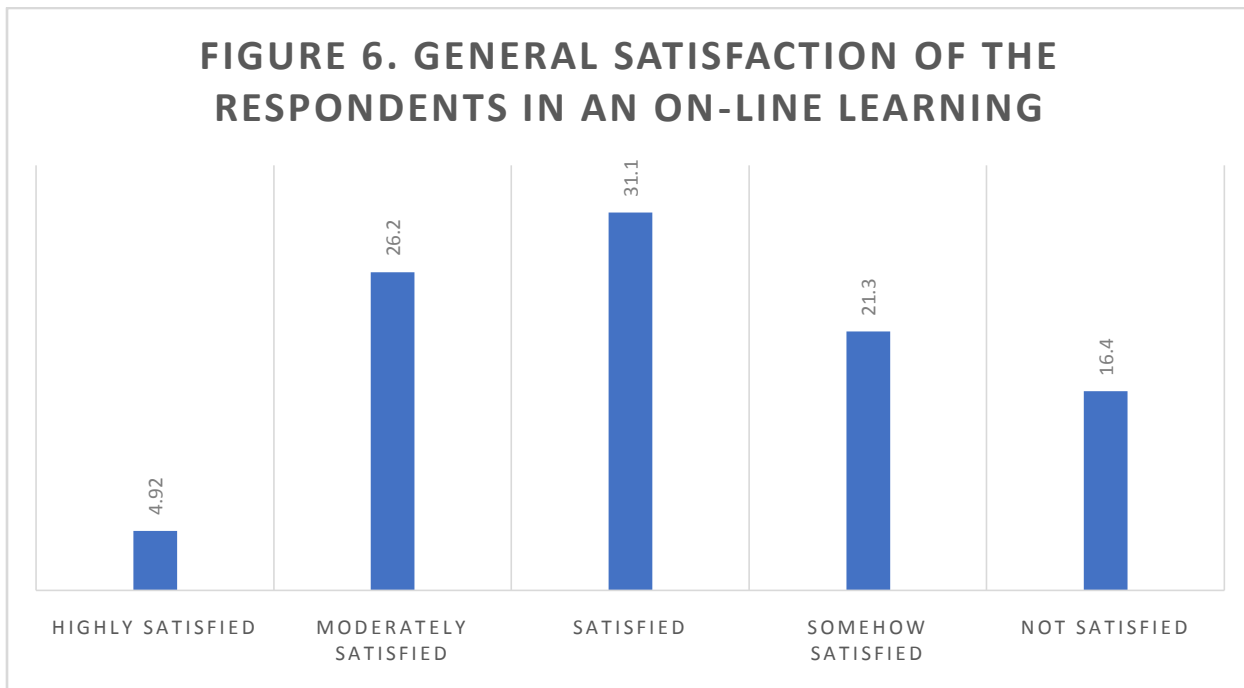


Figure 6:- shown the general satisfaction of the respondents in an on-line learning. The majority of the respondents are satisfied with 31.1% followed by moderately satisfied with 26.2% and somehow satisfied with 21.3%. The least of the respondents are highly satisfied with 4.92. However, there are students who are not satisfied with an on-line learning with 16.4%. It can be gleaned from the data that there are highly satisfied and not satisfied students in an on-line learning using Google Classroom.

Table 1 shows the summary of variables' statistical descriptive analysis. Table 1 summarizes the descriptive statistical analysis of the study. It can be gleaned from the data that the highest scores for mean is the satisfaction with mean scores of 3.18, whereas, other variables' scores are less than one as it is depicted in the table below, Google Classroom mean score is 1.30, the alternative platforms mean score is 2.82, and the challenges mean score is 1.74. However, the data shows that the highest scores for Standard Deviation, Sample Variance, Kurtosis, Skewness, and Confidence Level 95% are listed in the challenges and related on-line learning physical education during pandemic. This means that challenges positively influenced Physical Education students during corona virus pandemic.

Table 1:- Summary of Variables' Statistical Descriptive Analysis.

Variable	Mean	Standard Deviation	Sample Variance	Kurtosis	Skewness	Confidence Level (95%)
Google Classroom	1.30	0.86	0.74	11.47	3.40	0.22103
Alternative Platforms	2.82	0.97	0.95	4.25	1.94	0.24966
Challenges	1.74	1.30	1.70	3.04	1.91	0.33360
Satisfaction	3.18	1.15	1.31	-0.88	0.11	0.29390

Conclusion and Recommendations:-

Through the treatment applied the researcher concludes that the challenges faced by the BPED students are the internet speed. However, even if they encountered that challenges, they make initiatives to carried out the activities like lectures, can participate in a synchronous meeting, can take quizzes/course work, and can submit assignments. Aside from the Google Classroom, as a major facility used in an on-line learning, there are alternative platforms used in Physical Education, these are the group chat (messenger) and Google Meet. In general, the BPED students are satisfied with the on-line learning using google classroom.

In view of the conclusion drawn, these are the recommendations given by the researcher: Since, the internet speed is the major challenges faced by the Bachelor of Physical Education students, communication by the University to the internet telecommunication must be done to speed up the internet connection at the 4th District of Laguna, Philippines Likewise, help the students who are just using their android phone to connect the internet. Help them to give some devices like portable wifi connection, and laptop, if budget warrants.

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