

PASS-ivi+y (/ ,pāzə'tivədē/): A Qualitative Exploratory Analysis on the Experiences of College Students with Physical Impairment During Online PE Classes

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Abstract

The Covid-19 has resulted in schools being shut all over the world. As a result, education has changed dramatically, with the distinctive rise of online classes, whereby teaching and learning is undertaken remotely and on digital platforms. Online Physical Education can provide students with disabilities a context in which self-efficacy and participation are promoted leading to improved academic achievement (Bertills et al., 2018). This research paper explored the Experiences and Challenges of College Students with Disabilities during Online PE Classes amidst the Pandemic. Using the Experiential Learning Cycle (Kolb, 1984) and Reflective Cycle (Gibbs, 1988) theories as focal points, this study analyzed the in-depth concepts, thoughts, and experiences of college students with disabilities within Pampanga through in-depth interviews. Ten (10) college students with impairment were recruited to participate in this qualitative-exploratory study through purposive sampling. Data were analyzed using Manual Qualitative Analysis through Transcriptions, Coding, Categorization, and Thematic Analyses. Themes emerged are as follows: (1) Fitter, Healthier, Happier; (2) Overcoming challenges; and (3) Healthy mind in a healthy body.

Keywords: *impairment, online PE, experiences and challenges, college students with disabilities*

Background of the Study

According to the World Economic Forum (2020), the COVID-19 has resulted in schools being shut all across the world. Globally, over 1.2 billion children are out of the classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. While countries are at different points in their COVID-19 infection rates. Thus, the pandemic really has a big impact on the teaching and learning process and the environment itself. That arises to e-learning or online classes as consequences that the virus has delivered.

According to the United Nations Human Rights Office of the High Commissioner (2020), while the COVID-19 pandemic threatens all members of society, persons with disabilities are

disproportionately impacted due to attitudinal, environmental, and institutional barriers that are reproduced in the COVID-19 response. Many persons with disabilities have pre-existing health conditions that make them more susceptible to contracting the virus, experiencing more severe symptoms upon infection, leading to elevated levels of death. During the COVID-19 crisis, persons with disabilities who are dependent on support for their daily living may find themselves isolated and unable to survive during lockdown measures, while those living in institutions are particularly vulnerable, as evidenced by the overwhelming numbers of deaths in residential care homes and psychiatric facilities. Barriers for persons with disabilities in accessing health services and information are intensified. The negative attitude towards disabilities continues to

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arise, persons with disabilities face discrimination and other barriers in accessing livelihood and income support, participating in online forms of education, and seeking protection from violence. Particular groups of persons with disabilities, such as prisoners and those who are homeless or without adequate housing, face even greater risks.

The legal basis of Physical Education in the Philippines can be found in the Philippine Constitution of 1987, Article 14, Section 19. It states that: 1, the state shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. 2, all educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors.

Furthermore, based on RA 7277 – Disabled persons are part of the Philippine society, thus the Senate shall give full support to the improvement of the total well-being of disabled persons and their integration into the mainstream of society. Also, disabled persons have the same rights as other people to take their proper place in society and they should be able to live freely and as independently as possible. Exercise can provide significant benefits for children in all of the developmental stages of life. It only makes sense, then, that regular participation in online physical education classes would also promote positive advancements in students who are physically impaired. To sum up, difficulties in conveying the value of sports in online physical education classes remained in the modified technical practice. This value included maintaining health through physical activities, cultivating community consciousness through physical activities with friends, and developing sports etiquette through sports participation. Students who participate in online physical education classes often do not ensure sufficient space to effectively participate in physical activity as well as students with an impairment who have

lack or limited access just to provide some necessities and materials needed to obey physical education classes online.

Factors Influencing Physically Impaired Students on Physical Activities

A physical impairment may have an impact on some or all activities to a greater or lesser extent, students with physical impairment may have problems related to movement (Berry and Domene 2015). In addition, according to Berry and Domene (2015), “the initial barrier experienced by many students with physical impairment is physically accessing the learning environment itself.” For many students with physical impairment, the inaccessibility of buildings and surrounding areas is a problem. They are having a hard time going to their respective classrooms, especially if it is located on the 3rd floor and above the building. It hinders their ability and it takes much more time compared to normal students.

According to the study of Bloemen et al., (2015), “Physical activity can increase the physical, emotional, and social well-being of children with physical impairment, as well as increasing their functional independence, integration, and quality of life and positively impacting their future health.” Additionally, according to the findings of Bloemen et al., (2015). “Young people with cerebral palsy (CP) participated in habitual physical activity at a rate that was 13% to 53% lower than in those with typical development and 30% lower than the recommended guidelines.” Therefore, it is alarming to see a child that is not being able to engage himself/herself in physical activities. Therefore, children need to be encouraged and motivated to engage in different physical activities wherein everybody needs physical activity to have well-being and quality life as well. Because there are so many benefits of being physically active at a young age, it reduces the development and mortality of non-communicable diseases such as cancer, type II

diabetes, and cardiovascular disease (Bloemen et al., 2015).

According to the paper of Hildt (2016), she noted that the factors that influence physically impaired students in physical activities have three (3) levels: individual, social and environmental. “For the individual level, it is the lack of knowledge about where to exercise; fear of falling; the nature of the impairment can produce pain; lack of energy. And for the social and environmental level, children with disabilities depend more on parents than healthy children do; Physical Education teachers lack professional preparation or equipment and have to exclude students with disabilities. The lack of places to play for children; health clubs are not accessible; barriers in outdoor areas” (Hildt, 2016). Hence, these factors really influence the students to do a certain kind of physical activity, it hinders them from not getting the benefits of doing physical activities. Furthermore, parents and teachers play an important role in this kind of situation wherein they need to learn more about what the students need especially in engaging physical education to do some action, preparation mostly students who are physically impaired.

On the other hand, according to Feitosa et al., (2019), “The different expressions of swimmers’ movements can be assessed by kinematic, coordination and efficiency parameters. In the case of swimmers with physical impairments, biomechanical analyses can contribute, for example, to understanding how different disabilities impact activity and sports performance. Considering the variability of physical disabilities and their effects on motor actions found during swimming, assessment of kinematic, coordinate and propelling efficiency could help clarify the possible impacts of physical disability on performance in adapted swimming”. Clearly, it states that swimmers with physical impairments have different movement skills according to their type of disability. Although the swimmers with physical impairment have different skills, still they have the ability to show and express themselves

that they can do it and showcase their talents as swimmers.

Furthermore, according to the study of Clemente (2017), “The amount of participation in physical activity for children with disabilities is low as reported in articles and therefore, the barriers and facilitators should be revised and taken into account to study and plan an intervention to enhance the participation of children with disabilities in physical activity.” Thus, the study shows that there are other factors that influence the physically impaired students on physical activities, and these are the barriers and facilitators. It also shows how important the role of the instructors is in handling these students and also all teachers value their students as much as they respect their ability to do a certain activity. They value all students so as not to disappoint the students in what they can do.

Online PE Classes During the Pandemic

The entire world is currently facing a catastrophic situation resulting from the coronavirus disease 2019 (COVID-19) pandemic, which has affected the daily lives of people worldwide. But it does not mean that learning should be stopped, especially physical education. We need to be healthy and physically fit in times like this, in order to implement an online activity, the study of Hyun-Chul Jeong & Jeonbuk (2020) states that “Physical education centers on physical activity and is clearly distinct from general knowledge-based subjects. Therefore, online physical education classes require special preparation and operation to communicate and practice the values of physical education well”. So we must first plan carefully the things that will be needed, for the sake of the students so that all students will have the ability to perform well in the activity they will do, especially in physical education. They will enjoy their studies and they will feel that they are valued by the school.

According to the study of Varea et al., (2020), “Bodies have been claimed to be an ‘absent

presence' and touch 'risky businesses in physical education (PE). However, we have now witnessed how these claims are intensified in the pandemic times of Covid-19, particularly in countries that have adopted extreme lockdown measures. And now that we are in the new normal, most of the things are held online including jobs, tasks, and even education. Online classes are being implemented around the world, as Hambert (2020) said, "learning never stops even in the pandemic". All teachers do everything they can to fulfill their role as a teacher. So that all the students they handle can study well and give them enough education for their future.

Furthermore, considering the virus' implications to the students, an online teaching session was conducted by creating a diversion from the ongoing pandemic situation. According to Agarwal & Kaushik (2020), "Even before COVID-19, there was already high growth and adoption in education technology, with global tech investments reaching US\$18.66 billion in 2019 and the overall market for online education projected to reach \$350 Billion by 2025. Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in usage since COVID-19". And so it is possible to establish online learning classes during the pandemic, for we are in the modern era and the people are literate in terms of using technologies, even the young ones.

On the other hand, according to the study of Mena & Whiting (2020), "determining faculty's readiness *before* they develop and implement online courses has not been the pattern in higher education. Rather, faculty are asked to develop online versions of their courses with scant formal assessment of their readiness." Certainly, this pattern of lack of formal assessment of faculty readiness has been exacerbated by the abrupt move to online instruction caused by the COVID-19 pandemic. Clearly, it states that, before undergoing online classes, there must be a well-planned and well-organized curriculum for the student's needs.

This will be the foundation of learning among the students, for them to know how important it is to maintain a healthy lifestyle for them to manage everything that they can do based on their ability and for them to better protect themselves from any disease that comes just like Covid- 19. We will have the courage if we value our health.

In addition, according to the paper of Carone (2016), "Online PE may not be the primary and independent answer to solving the childhood obesity problem. Yet, it can certainly provide a personalized physical education experience for a student that paves the road to a healthy lifestyle. Students and schools can benefit from exploring an online PE solution." Thus, Carone shows the importance of online PE class among the students. She also states that, "participating in regular physical activity, students learn the principles of health and fitness, not just the rules of a sport." So it is important for the students to engage in physical activity, but must be verified via a supervising adult and/or an upload-enabled heart rate monitor. Being engaged in physical activity helps to boost the immune system and it can be a benefit for mood, sleep, and physical health.

Consequences of Physical Impairment on Physical Education

According to Gaetano (2016). The lack of physical activity causes the onset of some disorders and diseases more common today: cardiovascular, heart attack, and certain cancers. There is a strong need to increase the levels of participation of all at the activity, sportive, and amateur level throughout life in order to ensure a better quality of life for all. Lack of physical activity can lead to physical problems. It has a huge impact on human life so it is necessary to do and add physical activities to prevent and solve health and physical problems.

Furthermore, according to Mcfarlane (2016), "Immobility in itself has a range of adverse effects on the body and its functioning, which are outlined". Being not able to move or having a

limitation to the movement is one of the consequences that physically impaired students have been struggling with, during their PE classes. Mcfarlane also added that “These are students who want to live healthy, independent lives and are at risk for losing that”. This means, maintaining a healthy lifestyle and functional independence for students with physical impairment is an important public health issue. Physical education programs can do a great deal to improve the lifestyle of children with physical impairment. On the other hand, it can help to control obesity, improve self-esteem, social skills and encourage an active lifestyle, maintain motivation in various areas of life.

“The difficulties of the physically impaired learners vary and are dependent on the extent of their impairment.” Pasay-an (2015). This means the kind of condition they have affects how they perform in their PE classes. This impairment limits them from doing a certain activity, and they are struggling to catch up with their classmates. In addition, Pasay-an also states that “students with physical impairment were found to have common problems and difficulties with respect to their education. They struggled much with disabilities as there are no suitable facilities and lack of trained teachers”. That is why SPED teachers are being trained to be more flexible, in order to comply with the students’ needs. Teachers should make extra efforts for the students that have physical impairment to prevent the limit on doing a certain activity.

In addition, Akbar (2018), states that “The stigmatization of disability is exacerbated by the intersection of gender and disability. It acquires different dimensions based on markers such as education, familial background, the area of living, and financial and marital status.” Aside from the condition that they have, gender roles affect them so much in society. Women who are physically impaired are most likely to be treated more harshly than men with physical impairment. Akbar also added that “the realities/experiences of impaired

women are foregrounded in the socio-cultural derogative which profiles women as a socio-economic 'burden' and is based on preconceived notions of considering disability as an 'inability' that diminishes human capabilities. Clearly, it shows that discrimination is being implied to everyone because of their gender, even if they are disabled.

Lastly, based on the study of Kelly (2019), “There are several environmental and psychological factors that may affect the academic performance of students with physical impairments. Environmental factors (such as pain, fatigue, and absenteeism) and psychological factors (such as motivation, self-concept, and social-emotional problems) need to be identified in students with physical impairments, and modifications are required to minimize their effects”. Clearly, Kelly shows the two (2) factors or consequences of physically impaired students on physical education, one is being easily exhausted depending on the environment they are in. The other is loss of self-esteem, in terms of psychological factors. Students with this kind of condition most likely do not have confidence within themselves.

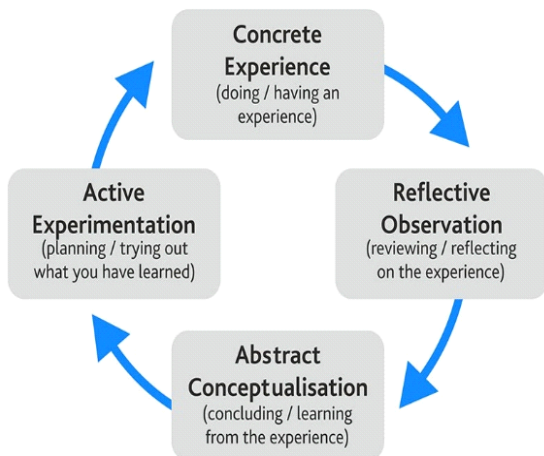
This paper explores the experiences and challenges of college students with disabilities during online PE classes amidst the pandemic. Specifically, it aims to answer the following questions:

1. How does their physical state influence their ways to learn in PE during this pandemic?
2. What are the experiences and challenges they have encountered while studying during the pandemic?
3. How does their current physical state influence the experiences and challenges they have encountered while studying online PE?
4. What is the implication of this study in the pedagogy of special needs physical education and PE in general as well as to the students and educators?

Theoretical Framework

This research paper is guided by two theories; Kolb's Experiential Learning Theory (1984) and Gibbs' Reflective Cycle (1988). Kolb's theory is learning through experience, and has four stages that influence learning which are concrete experience, reflective observation, abstract conceptualization, and active experimentation. Gibbs' theory indicates learning through repetition and has six stages, such as description, feelings, evaluation, analysis, conclusion, and action plan.

The Experiential Learning Cycle



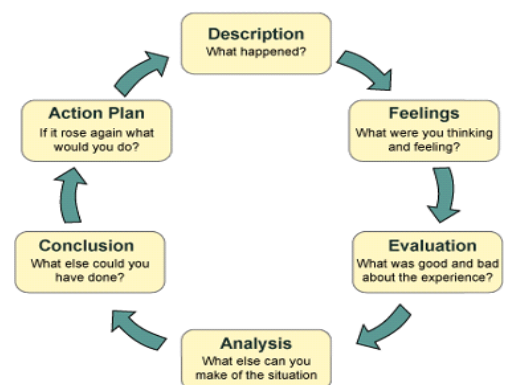
The Experiential Theory (Kolb, 1984) is the basis for the experiential theory. Experiential learning focuses on the idea that the best way to learn things is by actually having experiences. Those experiences then stick out in your mind and help you retain information and remember facts. For teachers, creating opportunities for students to have experiences based on the things they are learning about is key. Teachers can help create environments where students can learn and have experiences at the same time.

Concrete learning is when a learner gets a new experience, or interprets a past experience in a new way. Reflective observation comes next, where the learner reflects on their experience personally. They use the lens of their experience and understanding to reflect on what this experience

means. In relation to the paper, students who experience difficulty in online class during a pandemic, especially impaired students, need a big adjustment so that they can comply with the activities that teachers do especially in physical education. Learning experiences for impaired students are a big thing, just an example of their daily interaction with various types of physical activities because of this they can easily learn physical education through online learning.

On the other hand, the Reflective Cycle by Gibbs (1988) is a good way to work through an experience. This can be either a stand-alone experience or a situation you go through frequently, for example meetings with a team you have to collaborate with. Gibbs originally advocated its use in repeated situations, but the stages and principles apply equally well for single experiences too. If done with a stand-alone experience, the action plan may become more general and look at how you can apply your conclusions in the future. In relation to the study, physically impaired students learn well when a certain physical activity is being repeatedly done. It helps them overcome the struggles they are experiencing by doing it constantly, and applying all the motor skills they have learned in their daily lives.

Gibbs Reflective Cycle



Methodology

The research study employed a Qualitative - Exploratory method, where it focused on collecting and analyzing non-numerical data (Bhandari,

2020), and used to investigate a problem which is not clearly defined (Saunders, 2016). Data are gathered using in-depth interviews that aim to collect detailed information beyond initial and surface-level answers (Guion, 2020), that investigate the participants' experiences and challenges. The researchers are able to recruit the participants in an online interview.

The sampling technique used is purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys (Alchemer, 2021), that are drawn from physically impaired college students around Pampanga. The selection criteria are as follows: Must be studying in Pampanga and must be willing to participate and be interviewed online. Any gender or sexual orientation is accepted and must be 18 years old and above. Must be registered as a Person with Disability (PWD) within their locality. And lastly, the participants must have one of the following: (1) vision impairment, (2) hearing impairment, (3) physical deformities, and (4) speech impairment.

The following are the biographic sketches of the participants:

Participant 1

The name of the participant is Chard. He is 42 years old, a 4th year irregular college student from City College of Angeles taking up a Bachelor of Science and Information System. He lives in Barangay Sapalibutad Angeles City. He is married with one child and currently working at City hall in the Cooperative Office. Mr. Chard has an orthopedic disability at the age of 1 year. He stated that the center or care unit in their barangay is not well established like now and he did not undertake therapy because before it's not yet trendy but what he did as therapy is joining sportsfest in school like

volleyball and basketball when he is elementary until high school.

Mr. Chard also has an organization outside the school which is in the PWD Office called federation. He learned that Physical Education is important, being active in sports especially in physical fitness makes him feel well and good in his body and it helps him show his hidden talent even with a disability. Lastly, according to him, he doesn't think about what people are saying but he focuses to his study to reach his goal.

Participant 2

The name of the participant is Encali. He is 21 years old, a 3rd year college student from City College of Angeles taking BS Psychology. He lives in barangay Sto. Rosario Angeles City resides with his parents. Encali has a vision impairment, he has a 500 eyesight grade plus 50 in astigmatism, and it is an inborn disability. He inherited it from his mother. During the pre-pandemic period, Encali visits his ophthalmologist every 6 months for checkups. He wears his eyeglasses during online classes too, but his doctor does not recommend it.

Mr. Encali is also part of a school organization called "Sikolohiyang Kapampangan" and Youth Organization outside the school. He has a community and leadership award, he graduated senior high school with an honor. He reads a lot and loves to travel. He realized the importance of Physical Education during his PE3 subject which is aquatics, where he drowned. According to him, you need to be physically healthy and physically fit for you to be able to work efficiently.

Participant 3

The name of the participant is Mau. She is 22 years old, already a 4th year college student taking up BTTE and studying at City College of Angeles. She is single and lives in ManibaugParalayaPorac, Pampanga. Ms. Mau has a clubfoot disability and it was inborn. She takes therapy although it's

expensive. Her doctor encouraged her to be physically active and engaged in different sports but for her it is difficult because of her condition.

Ms. Mau, not active in school events and doesn't have organizations or clubs. She stated she had a hard time then but with the help of her PE teacher she realized how important Physical Education was, especially for the ones like her who were physically challenged. It helps her to learn the things that she must learn and avoid doing the things that will affect her especially if they are prone to disease.

Participant 4

The name of the participant is Mau. She is 27 years old. She lives at 2049 Ilang-Ilang Street Purok 2 Margot, Angeles City. She is a 4th year student taking Bachelor of Technical Education major in Food and Service Management with Electives in Technology and Livelihood Education and teaching as Practice Teaching OJT. She chose that course because she wants to become a teacher and teach special education children or deaf students who want to learn education. She is deaf or has a hard time hearing. She didn't take therapy or treatment since it was inborn, natural and there's nothing wrong.

According to Ms. Aquino received the medal and certification in 1st, 2nd, 3rd year and 4th year when she was in high school as valedictorian and until present. She doesn't have an organization in Deaf Pampanga because there is no access or barrier for them. But for her there is a future where they can open the organization and make it happen as well. And for her, as a deaf student they can learn how to play or dance or anything that they can do because it's important for her to know what the purpose of physical Education is. Lastly, she realized that Physical Education can give deaf

students to learn and understand how to study how they dance or play since they have talents.

Participant 5

The name of the participant is Ropla, 20 years old and lives in barangay PulungBulu. She lives with her parents. She is a 2nd year Math Major Student from City College of Angeles. She is a valedictorian in elementary school, with honors in Junior High School and graduated Senior High School with high honors. She is a member of "The Phoenix", a school organization. She loves to write stories and poetry, and likes to listen to music while walking every morning. She is not that active in school activities or events.

Ms. Ropla has an uneven leg length or also known as leg length discrepancy. At the age of 11 when she was a grade 6 student, she got hit by a car and suffered a leg fracture. Ever since then, her doctor's advice is to walk regularly and take her medicines. Her heart is also weak, so she views Physical Education differently. According to her, being physically fit prevents you from different kinds of injuries. And having an impairment does not mean that you can stop from striving and reaching your goals. She stated that, students or people that are physically challenged must strive harder and make all the negative vibes their motivation.

Participant 6

The name of the participant is Eli. Her age is 21 years old and she is from Sta. Lucia, Magalang Pampanga. He is a 1st year college student, studying at PSAU to take BS Agriculture. She has a cleft lip and she has difficulty speaking. She got it starting when her mother gave birth to her. At the age of 7 years old, Eli realized that she had this disease and it was here that she realized that she was ashamed and this is also where she started experiencing bullying. Eli has only participated in school activities once. She joined the funrun, saying that she enjoyed it. Eli has had surgery twice

and done it for free. Her appearance was improved because of the operation and she was happy with the outcome. There is a point that Eli didn't want to leave the house and she didn't want to play with the children. She is always being bullied so he doesn't want to come out.

According to Eli, she wants to cure her cleft but she will need a lot of money. She will just accept what she has. For her, physical education is important to keep us healthy and be responsible for all physical activities. Her favorite thing in physical education is dancing. For her, the face to face class is an advantage so that she can learn well and make more friends.

Participant 7

The name of the participant is Ally, she is 21 years old and her birthday is October 29, 2000 she lives in Sta. Lucia Magalang, Pampanga and studying at Pampanga State Agricultural University, she took a Bachelor of Information Technology course as a 3rd year college student. Ally took Information Technology because of her parents' preference but what she really wanted to study was Fine Arts because she was good at drawing and painting. Lack of money is the second reason why she was forced to take a Bachelor of information Technology. Ally has an orthopedic disorder, according to her mother she accidentally took a medicine that is prohibited during her pregnancy. When she was in her young age she received free treatment from the health center in their Barangay. According to her, the importance of Physical Education is to show all she can do as a person with a disorder that other normal people cannot do. When she was a Grade 10 student she participated in a dance competition in school because she liked to participate with her best friends. For her, joining this kind of activity is a more enjoyable experience. Ally's biggest struggle during her school in elementary, she experienced bullying by her classmates and she just let it go because she cannot do anything if she doesn't accept it. She is complete with what will be used

for school and her parents are not lacking in supporting her.

Ally is losing confidence in herself because of her disorder but she is not losing hope to fight for life and she is motivated to study. Ally had an experience in bullying that she will never forget in her life when she had a boyfriend and her boyfriend's ex-girlfriend was angry and jealous of her, the bully person spreads that she has a disability and why her boyfriend chose her.

Participant 8

The name of the participant is Alson. He is 19 years old from barangay Cutud Angeles City. He is a 1st year college student taking up a Bachelor of Physical Education at City College of Angeles. One of his passions is teaching so he pursued the field of Education. He is a member of a sports club and a math club in their school. He has two sports, which are badminton and track and field. He values physical fitness that's why he runs regularly. One of Mr. Alson's achievements in academia include being an Excellent Awardee. He has a Conduct Awardee and OJT award outside the school during his work immersion in his senior high school days.

Mr. Alson has a hearing impairment, his ears appear normal but his left ear is totally deaf. And his other ear has a symptom of losing its ability to hear slowly. So he consults his doctor 2 to 3 times a month for a checkup. He is now wearing a hearing aid. His ears become more sensitive the reason why he is struggling so much during his online classes where he usually wears earphones. But for Mr. Alson, it is not an excuse for him not to be able to achieve his goals. He sees this as an opportunity.

Participant 9

The name of the participant is Rai. He is 21 years old and a 3rd year college student taking BS Computer Science. He is from Anunas, Angeles City and has Cerebral Palsy which is considered an orthopedic disorder. Right now Rai is not working,

he is still supported by his parents. For Rai, he took IT because he also used to love computers, so this is the course he liked to take. Rai's illness is inborn but to this day his illness is still incurable. He has three siblings and he is the only one of their three siblings to have this type of disease. According to Rai's mother, when she was still pregnant, she was able to take a drug that is not allowed in pregnancy, which is the cause of this disease. According to Rai, physical activities are a big help to him when he is sick but he only has a limitation or time when he exercises.

The online class is more advantageous to him because he does not easily get tired while waiting for the car to go to school. Right now he has regular exercise at their home and he does it 10mins a day. According to him, he can't exercise for up to an hour because he gets tired more easily because of his disorder. Rai doesn't even receive any free consultation and he doesn't even think of treating it because he also accepts what he has.

Participant 10

The name of the participant is Jake. He is 20 years old and lives in Toledo Street, Cangatba, Porac, Pampanga. He is now a 1st year college student at DHVSU Porac, Pampanga but he only finished the 1st semester of this online class because he was financially deficient and the course he took was Bachelor of Information Technology he took the IT course because he wanted to improve his knowledge of using and discovering about the importance of computer. Jake had achievements when he was in grade 7 and 10 he became rank number 1 in grade 7 and grade 8, he also got best in conduct. He also has a contest that he participated in such as poster making even though Jake did not win the contest but he is still proud of himself. Jake has a communication disorder and as a result he cannot control his head and he was born prematurely. Jordan has acquired his disability since birth due to his disability, his mother had him checked up at their Barangay Health Center when Jordan was young. The only ones helping Jordan are his family

to finance the expenses of the medications he needs.

Instrumentation

This study used a two (2) part questionnaire. An Informal Interview Guide was formulated by the researchers. An informal interview is not structured like a traditional, and more formal, job interview, the interviewer's aim is the same, to assess whether the candidate would fit in the organization. Part I deals with the demographic profile and history. The researchers wanted to know the history of every participant on how they deal with trials as an impaired student and how they overcome problems with the various physical activities they do at school. Part II deals with questions and concepts being studied as guided by the research objectives. All items on parts I and II were identified by the researchers based on the existing literature review.

To ensure validity and transferability of the data gathering tools that are used, (1) face, (2) content, and (2) expert validation are secured. For Face Validity, member checking was conducted. This refers to the extent to which a test appears to measure what it is intended to measure (Cicchetti, 2008). Member Checking, also known as participant validation, is a technique for exploring the credibility of results (Birt, et al., 2011). For Content Validity, the researchers secured approval from the CCA College Guidance and Formation Office. It refers to the extent to which the items on a test are fairly representative of the entire domain the test seeks to measure (Salkind, 2012). And for Expert Validity, the researchers asked for professional advice from faculty handling the subject matter. Expert Validity is where The experts can examine the items and decide what that specific item is intended to measure (Taherdoost, 2016).

To improve the validity and reliability of the data gathering tools that are used, the researchers conducted a pilot testing using the constructed

questionnaire. According to Wright (2021) Pilot Testing is a rehearsal of your research study, allowing you to test your research approach with a small number of test participants before you conduct your main study. For this part, the target pilot testing requires Qualitative: three (3). To facilitate this, the following protocol will be followed:

First, the researchers sought verbal consent to target individuals. Indicating the objectives of the study and the participants' expected contribution, risk, and benefits. Second, the researchers provided a sample questionnaire/interview guide. Third, the researchers asked for a preferred method of gathering data either via online or face-to-face, and health protocols were observed. Next, scheduled the date of pilot testing and lastly, the researchers conducted pilot testing based on agreed conditions.

The above individuals were selected because they have the similar characteristics of the target participants of the study. At this point, the data gathering tool was tested on its understandability as well as the time it will take to finish the whole data gathering protocol. Items were adjusted based on the result of the pilot testing.

Sampling and Data Gathering

The sampling technique that has been utilized for this research is the Purposive Sampling Technique. The target sample size for this study is 10 KIIs OR IDIs; 2 FGDs or 4 to 8 pax/group until data saturation. The following protocols are followed in recruiting participants for this study:

First, the researchers sought verbal consent to the Authorized Person's Position for approval. Second, researchers wrote a formal letter of request, indicating the objectives of the study and the participant's expected contribution, risks, and benefits. Third, researchers provided a sample questionnaire/interview guide and secured the list of names and contact information. The researchers contacted potential participants and properly

explained the objectives of the study and the participants' expected contribution, risks, and benefits. The inquirers also asked for verbal and written consent. Fourth, researchers also asked for a preferred method of gathering data either via online or face-to-face, and health protocols were observed. Fifth, the researchers scheduled data gathering and lastly, conducted data gathering based on agreed conditions.

Table 1. Demographic Profile and Impairment History of the Participants

Code Name	Age	Sex	Program/ Course	Disability / Impairment	Achievement	Organization
P1	42	Male	Bachelor of Science and Information System	Orthopedic Disability	2nd place in Quiz Bee	Joined the PWD Office called federation.
P2	21	Male	Bachelor of Science in Psychology	Visual Disability	Community & Leadership Award	Sikolohiyang Kapampangan Youth organization
P3	22	Female	Bachelor of Technical Teacher Education	Clubfoot	N/A	N/A
P4	27	Female	Bachelor of Technical Teacher Education	Deaf and mute	HighSchool Valedictorian	N/A
P5	20	Female	Bachelor of Science in Mathematics	Leg Length Discrepancy	With Honors in High School	Campus Paper Staff
P6	21	Female	Bachelor of Science in Agriculture	Cleft Lip	N/A	N/A
P7	21	Female	Bachelor of Information Technology	Orthopedic Disorder	N/A	N/A
P8	19	Male	Bachelor of Physical Education	Loss of Hearing or Deaf	Excellent Awardee	Auditor in Math Club
P9	21	Male	Bachelor of Science in Computer Science	Cerebral Palsy / Orthopedic Disorder	Dean's Lister Google Ambassador Community Developer	President of Computing Society
P10	20	Male	Bachelor of Science in Information Technology	Communication Disorder	Grade 7 and 10 Best in Conduct Awardee	Joined the Organization of Poster Making

The table 1 demographic profile and impairment history of the participants above shows the demographic profile and impairment history of the participants, most of them are vicenarians or in their 20s. The number of males and females are equal, and they are all college students. The majority of the participants have achievements and organization

Data Analysis

Since data saturation is reached, the gathered data are analyzed using Manual Qualitative Analysis through the following steps:

- Transcriptions – According to Mondada (2007) In qualitative research, transcription is conducted of individual or group interviews and generally written verbatim (exactly word-for-word).
- Coding – In qualitative research, coding is “how you define what the data you are analysing are about” (Gibbs, 2007).
- Categorization – According to Given (2008) Categorization is a major component of qualitative data analysis by which investigators attempt to group patterns observed in the data into meaningful units or categories.
- Thematic Analysis – According to Braun and Clarke (2006) “A method for identifying, analyzing and reporting patterns within data.”

Results and Discussion

The succeeding section presents the data gathered. This table 2 *List of Alternative Activities* below shows the list of alternative activities of college students with disabilities during their online PE classes amidst the pandemic. It is important to remember that many of the principles for inclusive design could be considered beneficial to any student. This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students (Alquraini & Gut, 2016).

Table 2. List of Alternative Activities

List of Alternative Activities
Written Activities
The activities are made easier
Shortened running distance
Special Activity (ex. written tasks, outputs, etc.)
Sports that are easy to play based on their condition
Teacher modifications (ex.
Special projects (ex.

P3 stated that, “*Yes meron, lalo na nung 1st year ako syempre diba marami tayong PE noon, minsan mas pinapadali nalang ng prof ung iaassign sa kin na activity dahil hindi rin naman ako masyadong makakagalaw galaw lalo pag running activities pero syempre hindi naman ako nagpapahuli. Minsan maikli lang ung tatakbuhin ko, hindi naman sya takbo talaga mabilis lang na lakad*” (Yes, I have. Especially when I was a 1st year college student, we had lots of PE subjects in 1st year. Sometimes the activities that are given to me by my prof are made easier. It’s because of my impairment. My movements are limited, especially on running activities. My running distance are shortened compared to other students, it is not actually running, I am just walking fast or brisk walking)

According to P10, “*Opo meron sir like yung papag written nalang po ako ganun or minsan papagawa nalang ng special project ganun and madalas talagang excuse nalang po*” (Yes i do have sir, the teacher will give me written activities or special projects, and I am excused most of the time).

The table *List of Alternative Activities* Identified the alternative activities of Physically Impaired College Students during Online PE Classes amidst the Pandemic. When teachers and students adapt effective instructional strategies, individuals and groups of students gain the tools necessary to become successful learners. According to the study of Vogel (2020), “Educational Alternatives for Students with Learning Disabilities responds to the pressing need to provide teachers of learning-disabled students

with practical knowledge regarding state-of-the-art intervention strategies”

The table 3 *Identified Importance of Physical Education according to Participants* below shows the three (3) domains of learning which include: cognitive (thinking), affective (emotions or feelings), and psychomotor (physical or kinesthetic). The domains are used and adapted as categories for the importance of Physical Education according to the participants. The cognitive domain aims to develop the mental skills and the acquisition of knowledge of the individual. The affective domain includes the feelings, emotions and attitudes of the individual that includes receiving phenomena; responding to phenomena; valuing; organization; and characterization. The psychomotor domain includes utilizing motor skills and the ability to coordinate them (Anderson et al, 2011).

Table 3. Identified Importance Of Physical Education According to Participants

Cognitive Skills	Affective Skills	Psychomotor Skills
Indifference	Self-efficacy	Health Benefits
Realization	Stress	Physical Fitness
Health Literacy	reliever	Necessitate
Self-awareness		Healthful
One’s Full		Lifestyle
Potential		Holistic
Self-development		Lifestyle
Health Literacy		
Present		
Circumstances		

P8 stated that, “Because if you imagine now we’re on a pandemic situation sobrang hirap na marami ang naapektuhan at marami ang mga taong nagkakasakit at namamatay sa ganoong sitwasyon, makakaisip tayo na alagaan natin ang ating mga sarili at higit sa lahat yung kalusugan natin that’s why physical education is important to have an idea to cure and how to be physically fit in everyday life (Because if you imagine now that we’re in a pandemic situation, it’s really hard to think that there are so many people being affected and there are also people who get sick and die. In

these kinds of situations, we must take care of ourselves, and most importantly, our health. By eating nutritious foods and doing regular exercise. That’s why physical education is important for us to have an idea on how to cure and how to be physically fit in everyday life)”.

According to P5, “*Nakakatulong talaga yung Physical Education tsaka lalo na ma e enhanced pa mga nalalaman mo about sa health yung mga akala mong mga bagay na hindi ko kayang gawin kase nga dahil sa impairment ko nagagawa ko sya na hindi na ako nangagamba na baka ginawa ko yon may magyare saken ganyan* (Physical education really helps, it also widens your knowledge about health. Like for example, i can do the things that i think i can not do because of my impairment. I can do it without getting worried, or something might happen to me if i do that)”.

P1 stated that, “*Actually ang natutunan ko doon ‘nung mga panahon na naging aktibo ako sa sports lalo na physical fitness, nagiging ganun yung katawan, yung nararamdaman mo na maayos lagi ang pangangatawan mo yung kalusugan mo okay sya at nalalayo ka sa sakit ganyan*” (Actually, what I learned there, during the times when I was active in sports, especially in physical fitness, is that you always feel well. Being healthy keeps you away from having diseases)”.

“*Though kailangan pa rin ng physical education, physical health kase kung hindi ka mag fofocus don or hindi ka magiging holistically healthy, parang ganoon so yahh. It’s a need, hindi lang siya basta subject, it’s a need so kailangan talaga siya na or kahit sa situation ko, kailangan na kailangan ko parin. Hindi dahil magpapagaling siya sa akin or what, need talaga siya, yon. Parang siyang water, kailangan siya.*” (Though physical education is still needed, it’s because it talks about physical health, or being holistically healthy. Seems like that, so yeah, it’s a need. It is not just a subject, it’s a necessity so we really need it. Even in my situation, it’s not because it can heal me or

what, it’s really needed. It is just like water, it’s a need)”, P9 said.

These statements identified the Importance of Physical Education according to Participants. Being physically active and maintaining a healthful lifestyle improves health holistically. Bloemen et al., (2015) found that physical activity can increase the physical, emotional, and social well-being of children with physical impairment, as well as increasing their functional independence, integration, and quality of life and positively impacting their future health.

This Table 4 identified personal preparedness of physically impaired college students during Online PE classes amidst the pandemic below shows the four (4) components of the experiential learning cycle namely: 1) concrete experience, 2) reflective observation, 3) abstract conceptualisation, and 4) active experimentation. The categories used are adapted from Kolb’s experiential learning theory. Concrete experience relates to our everyday experiences, whether they occur in professional, personal or educational settings. While reflective observation focuses on contemplating previous experiences and developing observations about these experiences. Abstract conceptualization takes the reflective process a step further by focusing on channeling those observations into a set game plan or theoretical approach. Active experimentation deals with the process of testing existing ideas by creating new experiences (Norwich, 2017).

Table 4. Identified Personal Preparedness of Physically Impaired College Students during Online PE Classes amidst the Pandemic

Concrete Experience	Reflective Observation	Abstract Conceptualization	Active Experimentation
Therapy	One’s Full Potential	Self-development	Instigate Treatment
Hindrances	Indifference	Time	Auxiliary Self-study
Distress Adjustments	Equality	Management	Way of expressing
Consultation	Contentment	Realization	Recreationa
Physical fitness	Health benefits	Health Literacy	I
Treatment Impairment	Consultation	Self-awareness	Activity
Physical Activity	Self-efficacy	Perseverance	Vocal
Self-acceptance	Mindset	Preparation	Self-exploration
Tormentatio	Condone	Resolved	Holistic
n	Parental Support	Self-confidence	Health
Comparison	Enjoyment	Way of thinking	Necessitate
Acclimation	Self-care		
	Active		
	Stress reliever		
	Persistency		
	Self-determination		

P6 stated that, “*Basta ako kuya kapag gusto ko pong mag participate ita-try ko po talaga and nasanay na po ako, bahala na po ang mga kaklase at teacher ko kung hindi talaga nila ako maintindihan sa pagsasalita*” (When I want to participate, I am trying my best. I’m already used to it if my classmates or teacher cannot comprehend what I am saying”).

According to P9, “*Pero minsan kapag nasa jeep kasi ‘yung motion, iba ‘yung galaw ng mga tao na may cerebral palsy. Palipit ‘yung mga mata nila, ‘yung neck nila as in naka bend lagi. Parang ganoon, I used to it na ginagaya nila yung galaw ko. Pero wala, parang okay. Ganoon nalang lagi ‘yung reaksiyon ko. I am used to it.*” (But sometimes when I am in a jeepney, the motion is different with other cars. The movement of people with cerebral palsy is different. Our eyes are twisted and our necks are bent. And people are mocking me, they imitate the way I move. But I’m already used to it”).

These statements identified the personal preparedness of physically impaired college

students during online PE classes amidst the pandemic according to participants. Typically catering the needs of students with disabilities offers a unique and challenging opportunity to improve the student's engagement with academic materials. Lang et al., (2015) found that courses not only serve to effectively challenge and mature a student's intellect but also provide students with an opportunity to earn college credit towards their continuing education.

“Oo nahirapan ako noon, pero mabuti nalang at mabait at napaka considerate ng mga naging PE teacher ko noon. So ‘yun, with the help of my teachers back then, I realized how important Physical Education was. Especially for the ones like me, who are physically challenged. It helped me learn the things that I must learn, and avoid doing the things that will affect me. (Yes, I have been having a hard time before. But fortunately, my PE teachers are kind and considerate. So with the help of my teachers back then, I realized how important Physical Education was. Especially for the ones like me, who are physically challenged. It helped me learn the things that I must learn, and avoid doing the things that will affect me)”, P3 said.

P2 stated that, *“So ako naman syempre natutuwa ako kasi like siguro ngayong online syempre hindi ko nararamdaman na meron ako pagkakaiba sa mga kaklase ko dahil nga online. Hindi ko sila nakakasama at nakikita face-to-face. Hindi ko naman sila nakikitang nag peperform sa harap ko so that what do we call that? Yung hindi ako nag kakaroon ng sense of insecurity. Hindi ko nararamdaman ‘yung impairment ko sa online class kaso feeling ko pantay pantay lang kaming lahat kapag nasa tapat ng screen”* (So, in online classes, I am glad that I don’t feel that I am different from my classmates because I am not with them physically. I don’t see them performing in front of me, so what do we call that? I’m not having a sense of insecurity. I don’t feel my impairment in online classes, because I feel that we are equal in front of the screen”).

Table 5. Identified Experiences of Physically Impaired College Students during Online PE Classes amidst the Pandemic

Physical	Psychological	Emotional	Spiritual	Personal	Professional
Therapy	Consideration	Advantage	Mindset	Inspiration	Encouragement
Physical Activities	Concern of one's personality	Persistence	Self-acceptance	Stimulation Achievement	Consideration
Physical Fitness	Time management	Self-efficacy	Contentment	Preparation Strategies	Government assistance
Self-development	Youth Organization		Inspiration	Stimulation Academic excellence	Passion Occupation
Health benefits	Treatment			Lack of materials	
Auxiliary	Alternative activities			Perseverance	
Determination	Realization, Contentment			Realization	
Healthy lifestyle	Equality			Self-awareness	
Recreational activity	Self-taught Strategies			Decision making	
Impairment	Vocal			Club	
Necessitate	Parental support			Attentive	
Present circumstances	Sympathetic friends			Friendly	
	Self-esteem, Holistic health			Willingness	
	Alternative activities			Self-improvement	
				Creativity	
				Self-care	
				Adjustments	
				Self-determination	
				Persistency	
				Happy moments	

The table 5 above identified experiences of physically impaired college students during online pe classes amidst the pandemic displays the six (6) sectors of the self-care wheel which are: 1) physical, 2) psychological, 3) emotional, 4) spiritual, 5) personal, 6) professional. These are used and adapted as categories from "Self-Care Assessment Worksheet" from Transforming the Pain: A Workbook on Vicarious Traumatization" by Saakvitne, Pearlman & Staff of TSI/CAAP (Norton, 1996). Physical health refers to sufficient exercise, balanced nutrition, and preventative medical care. Psychological health is being curious, learning new things, reading, joining clubs, enhancing intellectual interests. While emotional health refers to managing stress, sufficient sleep, staying on top of work, seeking therapy. Spiritual health understands the beliefs and values that shape who you are and guide your life. Personal Health is the ability to take charge of your health by making conscious decisions to be healthy. Professional health improves the organizational health of

participating employers and certified trainers, with an emphasis on strategies to reduce chronic disease and injury risk to employees and an eye to improving overall worker productivity.

P7 stated that, “*Ano po kasi isang kamay lang naman po ang wala ako, mabilis naman ako magtype sa keyboard kasi nasanay na ako. Hindi naman po naapektuhan ng mga sinasabi nila kasi po positive thinker po ako.* (What do you call this, I still have one hand. I type fast on the keyboard because I am used to it. Other people’s opinion about me doesn’t affect me at all for I am a positive thinker) “.

These statements identified the experiences of physically impaired college students during Online PE classes amidst the pandemic according to participants. There are several personal and psychological factors that may affect the academic performance of students with physical impairments. Based on the study of Kelly (2019), personal factors include: home environment, students' interest, study habit, self-concept, peer influence, students' perception of course and parental support. And psychological factors (such as motivation, self-concept, and social-emotional problems) need to be identified in students with physical impairments, and modifications are required to minimize their effects.

“*Pero minsan sa mga kabarkada ko po natanggap po ako ganoon sakanila kaya ko pong iexpress ang sarili ko po kahit kumanta man gano 'n at 'yung mga kaibigan ko po pinupush po nila ako at sinusuportahan po kahit alam po nila na may kapansanan po ako, sinasabi po nila sa akin na makakaya ko po ganun.* (My friends accepted and valued me for who I am. That is why I can express myself whenever I am with them, I can just be me, I can sing. They even push me and support me in spite of my disability. They tell me that I can do it)”, P6 said.

According to P4, “*So kahit ganyan po ako, parang gusto ko din po na makaya ko po ang mga*

ginagawa po ng mga kaklase ko sa mga activity at nag papakatatag lang po ako” (even if I am like this, I want to do the things that my classmates are doing on the activities, i am also being resilient).

P8 stated that, “*Yun nga po kasi before mahiyain po talaga ako but with the help of that organization, may naimproved pa sa sarili ko in a way that I can speak freely and in public now without doubt and hesitation. I am also having more friends as well.* (Before I was shy or I lacked self-confidence, but with the help of that organization I can improve myself in a way that I can speak freely and in public without a doubt and hesitation. I am also having more friends as well)”.

This table 6 below identified challenges of physically impaired college students during online pe classes amidst the pandemic shows the four different types of challenge pits namely: 1) learning challenge, 2) performance challenge, 3) downhill challenge, and 4) aspirational challenge. These are used and adapted as categories for the challenges of physically impaired college students. In the Learning Landscape, learning is represented by movement, and challenges are represented by four different types of Challenge Pits (James, 2020). Working in the Learning Zone means stretching the people to achieve a slightly higher standard. And are trying to climb out of the Challenge Pit a bit higher than where they entered. In this case, this is the Learning Challenge. Sometimes, challenges only ask people to do what is done before – to reach the same standard, rather than a higher one. This is the Performance Challenge. At other times, a challenge might be easy, people exit the Challenge Pit in their Comfort Zone. These are Downhill Challenges. Other challenges represent a considerable increase in standard. They are impossible to achieve in one go. These are Aspirational Challenges (James, 2020).

Table 6. Identified Challenges of Physically Impaired College Students during Online PE Classes amidst the Pandemic

<i>Learning Challenge</i>	<i>Performance Challenge</i>	<i>Downhill Challenge</i>	<i>Aspirational Challenge</i>
Hindrances	Discouragement	Discontentment	Distraction
Inefficient	Time	Realization	Consultation
Disadvantage	management	Laziness	Expenses
Unprepared	Determination	Demotivate	Unstable
Treatment	Lack of materials	Inactive	Connection
Distractions	Location	Teasing	Anxious
Self-taught	Alternative	Lack of space	Impotent
Upward	activities	Anxiety	Lack of self-confidence
Comparison	Self-improvement	Uncomfortability	Disorderliness
Disability	Constrain,	Insecurities	Special
Unfamiliarity	Social Anxiety	Uncertainty	Education
Vulnerability	Consideration	Procrastination	Barrier
Cautious	Emotionally	Difference	Symptoms
Pressure	disturbed	Depression	Learning
Workload	Temperamental	Vocal	Difficulties
Confusion		Apathy	Undecided
Enjoyment		Timidity	Oblivious
Weaknesses		Withdrawal	Expectations
Challenges		Refraining	Adjustments
Downside		Excused	Financial
Impairment		Maltreated	problem
History			Ineffective
Fearful			Learning Strategy
			Parental Support
			Self-efficacy
			Ineffective
			Being bullied
			Scarcity
			Therapy

These statements below identified the challenges of physically impaired college students during Online PE Classes amidst the pandemic according to participants. There are other factors that influence the physically impaired students on physical activities, and these are the learning and aspirational challenges. It also shows how important the role of the instructors is in handling these students. According to the study of Clemente (2017), “The amount of participation in physical activity for children with disabilities is low as reported in articles and therefore, the barriers and facilitators should be revised and taken into account to study and plan an intervention to enhance the participation of children with disabilities in physical activity”.

P1 stated that, “*Although nakakapag-aral ka online, kaya lang hindi rin kasi effective ‘yung hindi nagkikita kita yung face to face ba yung*

actual lalo na kung sa inyo is PE. Sa PE kasi ‘yung mas maganda ‘yung pagkakasama ng magkakaklase niyo diba? (Although you are attending your classes online, it is not that effective. Because you are not seeing your classmates or you are not being with them physically. like in face-to-face classes, especially in PE, it is more effective when you are doing activities with your classmates”).

“*Mahirap tapos minsan may professor kami na ‘yung manghihingi kami ng adjustments kasi marami kaming nakatambak na gawain that day. At nawawala ‘yung internet connection. (It is really hard and there are times that we are asking for adjustments because of the workload that we are experiencing each day. We have an unstable connection)*”, P5 said.

According to P2, “*Ngayon nga dahil pandemic, hindi naman pwede na gagastos ka pa para lang makapag PE ka. ‘Yong instant na bibilhin mo ‘yong gamit na kailangan mo sa PE. Hindi magagawa kasi walang trabaho ang parents at walang income. So ayun kulang na kulang talaga sa kagamitan sa PE. (Now that we are in a pandemic, it is not necessary to spend your money for the things that you need in PE. It is not possible because your parents have no work and income. That’s why we are lacking in terms of materials to be used in PE).*”

“*Nalulungkot lang po ako dahil minsan po kasi may kapansanan po ako sa pagsasalita tapos kapag nalaman po nila, nararamdaman ko padin po na ganyan ang tingin po nila sa’kin. May time na gusto ko pong magtanong sa teacher ko tapos nahihiya ako. Gano’n po naiisip ko po kasi baka pagtawanan po ako kahit online class po gano’n. (I am really sad about it because sometimes if other students know about my speech impairment, I feel like they are degrading me. Just like the time that I want to ask my teacher about a certain topic, I feel ashamed. Because they may laugh or they will make fun of me, even in online classes)*”, P6 said.

Table 7. Identified Strategies and Techniques of Physically Impaired College Students during Online PE Classes amidst the Pandemic

Cognitive	Metacognitive	Management	Motivational
Facilities	Accustomed	Consideration	Self-efficacy
Visual Learning	Upward comparison	Unstable Connection	Encouragement
Alternative activities	Contentment	Time management	Thoughtful
Attention	Self-awareness	Dissuasion	Determination
Compensation	Health Benefits	Self-preparedness	Self-improvement
Preparation	Self-development	Persistency	Physical Activities
Alternative materials		Government assistance	Equality
		Materials	Accustomed
		Lack of space	Accomplishment
		Strategies	Hustle
		Self-Confidence	
		Alternative Treatment	
		Effectiveness	
		Recreational activities	
		Creativity	
		Understanding	
		Adjustment	
		Advantages	

The table 7 above shows the four (4) learning strategy types that improve the learning process, and these are: 1) cognitive, 2) metacognitive, 3) management, and 4) motivational. These ways of learning were used to categorize the strategies and techniques of the participants. Cognitive strategies aim to acquire and deepen the understanding of the content within the domain studied, as well as improve retrieval and transfer of knowledge. Metacognitive strategies are based on the individual's understanding of learning and cognition. They rely on his or her ability to assess the learning process to identify strengths and weaknesses. Management strategies aim to create optimal learning conditions, particularly by the learner's ability to find and evaluate information. Motivational strategies trigger the drive to engage in learning (Mayer, 2007).

P3 stated that, *“Yes meron, lalo na noong 1st year ako. Hindi ba marami tayong PE noon, minsan mas pinapadali nalang ng prof ‘yung iaassign sa’kin na activity dahil hindi rin naman ako masyadong makakagalaw-galaw lalo kapag running activities pero hindi naman ako nagpapahuli. Minsan maikli lang ‘yung tatakbuhin*

ko, hindi naman siya takbo talaga mabilis lang na lakad. (Yes, I have. Especially when I was a 1st year college student, we had lots of PE subjects in 1st year. Sometimes the activities that are given to me by my prof are made easier. It’s because of my impairment. My movements are limited, especially on running activities. My running distance are shortened compared to other students, it is not actually running, I am just walking fast or brisk walking).”

“In my case kasi, I have all the things. Mayroon akong mga gamit, pangalawa may internet. For me advantage naman lahat at kung may ipapagawa man silang physical activity, kung may mga instances na gagamitin during physical activity, meron naman akong pwedeng utusan. Parang gano’n or hihingian nalang ng favor. So for me, wala talagang disadvantage for me kasi hindi na ‘ko umaalis. Mas mabilis na ‘yung process ko. (In my case I have all things, I have things that I can use. I have my things then second I have the internet connection for me all of them is an advantage and if they will give physical activity, like ahmm or if there are instances that there are things that needs to be used during physical activity, I have someone I can rely on. It’s like that or I will just ask for a favor. So for me, there is no disadvantage at all because I have no need to leave. My process will be faste)”, P9 said.

These statements identified the strategies and techniques of physically impaired college students during online PE classes amidst the pandemic according to participants. Strategies help students begin to understand the process of learning. Being physically impaired hinders their ability and it takes much more time compared to normal students. According to Berry and Domene (2015), *“the initial barrier experienced by many students with physical impairment is physically accessing the learning environment and activities itself”*.

According to P1, *“Parang pinupush ka pa nila na sige kaya mo naman pala, gawin mo nalang ganyan. Pero huwag mong pahihirapan ‘yung*

sarili mo. Ganun sila, huwag mong isasagad, huwag mong itutulad sa iba na kung ano nagagawani. 'Yung sayo kung hanggang saan lang 'yun lang muna, gano'n sila. (They were like pushing you and telling you that you can do it so just do it like that, but don't push yourself too hard they said and don't push yourself to the limit don't compare yourself to others if they can do it, you yourself if you are just in that level so be it, they were like that)".

P7 stated that, "*Nakita naman kasi 'nong teacher na kaya ko kasi malakas naman daw ang tira ko and badminton po ang subject namin noon. Kaya ayon, hindi ako inexcuse ng teacher kasi alam niya naman daw na nakakasabay ako maglaro sa mga normal na student, mas namomotivate pa ako lalo. (The teacher saw me doing the activity, and I can actually do it, my arms are strong on the way I hit. Because it is our badminton subject that day. That's why my teacher didn't excused me on the activity, she said that I can keep up with other normal students, and that motivated me even more)*".

On becoming better: fitter, healthier, happier

Being fit is a goal that everyone strives for. In biological terms, the fittest are those who can provide for their own life and well being in the best way possible. As P2 said, "*First, you need to be physically healthy and physically fit for you to work efficiently, that's one. Second is, it helps you clear your mind and become happier in life. So yeah, being physically fit helps your mental health as well*". When you exercise, it increases endorphins, dopamine, adrenaline and endocannabinoid -- these are all brain chemicals associated with feeling happy, feeling confident, feeling capable, feeling less anxiety and stress and even less physical pain (McGonigal, 2020).

Other participants also highlighted that being able to do things like exercise regularly, eating healthy foods and taking care of your mental health is a must especially in the times of pandemic. P8

stated that, "*Because if you imagine now that we're in a pandemic situation, it's really hard to think that there are so many people being affected and there are also people who get sick and die. In these kinds of situations, we must take care of ourselves, and most importantly, our health. By eating nutritious foods and doing regular exercise. That's why physical education is important for us to have an idea on how to cure and how to be physically fit in everyday life*".

According to Greer et al., (2016), people who exercise regularly tend to do so because it gives them an enormous sense of well-being. They feel more energetic throughout the day, sleep better at night, have sharper memories, and feel more relaxed and positive about themselves and their lives. And it's also a powerful medicine for many common mental health challenges.

On acknowledging obstacles

The common challenges that the participants experience are: (1) lack of assistive technology which are used in online classes, (2) ineffective online learning, and (3) negative attitudes of people towards disability. As stated by P1, "*Although you are attending your classes online, it is not that effective. It is not only because of the unstable connection but because you are not seeing your classmates or you are not being with them physically. Unlike face-to-face classes, especially in PE, it is more effective when you are doing activities with your classmates*". Online education is ineffective because of the basic character of education, and not merely because of lack of access to the net and online resources, especially for school-age children and challenged students (Huber, 2021).

Other students experienced bullying during face-to-face classes and even in distance learning, most of the participants have encountered discriminations but they have overcome these obstacles. P6 stated that, "*I am really sad about it because sometimes if other students know about my*

speech impairment, I feel like they are degrading me. Just like the time that I want to ask my teacher about a certain topic, I feel ashamed. Because they may laugh or they will make fun of me, even in online classes. So whenever I want to participate, I am trying my best and I'm already used to it. If my classmates or teacher cannot comprehend what I am saying". Hard times stimulate growth in a way that good times don't. Facing challenges and navigating one's way through them builds resilience capacity. Knowing that one can overcome obstacles, learn from struggles and benefit from mistakes lays a solid foundation for success in later life (Grover, 2016).

Onwards healthy habits

Having a healthy mind contributes to a healthy body, and vice versa. Not feeling accepted and valued can have a detrimental impact on children's overall well-being. Nurturing their physical, emotional and social development enhances their ability to cultivate healthy relationships. As P9 said, "Though physical education is still needed, it's because it talks about physical health, or being holistically healthy. Seems like that, so yeah, it's a need. It is not just a subject, it's a necessity so we really need it. Even in my situation, it's not because it can heal me or what, it's really needed. It is just like water, it's a need". Bloemen et al., (2015) found that physical activity can increase the physical, emotional, and social well-being of children with physical impairment, as well as increasing their functional independence, integration, and quality of life and positively impacting their future health.

Being able to participate in the activities in spite of the student's physical state is having a healthy mind. Self-efficacy refers to your belief in your ability to succeed in certain situations. Your sense of self-efficacy has a major influence on how you approach challenges and goals (Bandura, 1977). P7 stated that, "Even if I am like this, I want to do the things that my classmates are doing in the activities. I am also being resilient. I still have my

other hand. I type fast on the keyboard because I am used to it. Other people's opinion about me doesn't affect me at all because I am a positive thinker". Engaging in physical activity can increase the physical, emotional, and social well-being of children with physical impairment (Bloemen et al., 2015).

Implications

Based on the results of the study, the researchers would like to emphasize the following propositions within the areas of Special Needs PE and General PE:

1. Creation of a special or alternative PE class to accommodate similar cases of disabilities to develop appropriate skills within the context of physical activities and sports.
2. Implementation of a more sensitive and adapted-oriented curriculum among pre-service PE teachers to enhance their affective domain.
3. Improvement of sports and physical activity facilities and equipment that are PWD friendly where students with disabilities can improve their physical dimension.
4. Reinforcement and training of alternative teaching strategies and pedagogical techniques among PE teachers to have a more inclusive classroom experience among PWD students.

Limitations

Since the research was conducted within the time of the pandemic, several restrictions were noted. These are as follows:

1. Since face-to-face gathering is prohibited, the researchers had a difficulty in organizing their regular schedule due to logistical issues. Two (2) of the researchers are working students.
2. In terms of recruiting participants, aside from their availability and willingness, the researchers had difficulty because of the need to provide for a PWD identification.

3. Not everyone has good internet connectivity and not all students with disabilities are on the selected social media platforms.
4. Data gathering in qualitative research takes a lot of time. Transcriptions were also difficult, especially among participants who are with speech disorders, deaf and mute, etc.
5. Since there is a limited network among students with disabilities in Angeles City, the researchers decided to expand the recruitment within Pampanga.

Summary

The general outcome in this study is as follows :

1. Majority of the participants are vicenarians or in their 20s. The number of males and females are equal, and they are all college students. The majority of the participants have achievements and organizational affiliations.
2. In this study, the participants with orthopedic disorders are provided with alternative activities that are more into paperwork rather than physical activities. For those with other disabilities involving senses, the student or the teacher has the prerogative to facilitate physical participation.
3. Most of the participants recognized cognitive and psychomotor skills as the perceived importance of PE. On the other hand, the majority of the participants identified concrete experience and reflective observation in personal preparedness. Most of the participants also recognized psychological and personal aspects as the perceived health experiences. Majority of the participants recognized learning and aspirational as challenges. And lastly, for strategies and techniques while learning PE, most of the participants identified management and motivational as dominant categories.
4. As for the themes, the following were identified: (a) Fitter, Healthier, Happier, (b)

Overcoming Challenges and (c) Healthy mind in a healthy body.

Conclusion

This paper explored the experiences and challenges of physically impaired students during online PE classes. Thus, the following conclusions are offered :

1. Students with disabilities tend to do better and be more active in co-curricular activities. This is to make up for their acknowledged fragility. Extracurricular activities can increase students with disabilities the opportunities to make friends and find a social niche. Many students with special needs have social communication challenges. After-school activities are an opportunity to connect with other students in a completely different way (Agi et al., 2021).
2. Accomplishment of physical activities among PWD students are more likely to be influenced by their current state. Adjustments on these activities are either determined by the teacher or the students themselves, depending on their capacity to execute a particular skill. The amount of participation in physical activity for children with disabilities is low as reported in articles and therefore, the barriers and facilitators should be revised and taken into account to study and plan an intervention to enhance the participation of children with disabilities in physical activity (Clemente, 2017).
3. Online PE classes have the likelihood to foster physical and mental improvements among students with disabilities. However, self-acknowledged capacity and innate preparedness enhances the potential barriers for them to disengage from performing physical activities. Students with disabilities engage in less physical activity compared to their typically developing peers. Regular participation in physical activity by learners, including those with disability, enhances body composition, bone health, psychological health

and promotes social engagement. There are also additional therapeutic benefits to participation in regular activity for students with disabilities (Shields & Synnot, 2016).

4. There is a need to improve the delivery of Adapted or Special Needs PE by making Physical Educators more involved and dynamic in the delivery of their lessons. Aside from the physical component, the curricula must also address the psychosocial needs of the students with disabilities. Physical education teachers simply need to determine the abilities of students with special needs, and the measures that may need implementing to support their participation in sports and fitness. Some learners with difficulties may need DAPE (developmental adapted physical education) to help promote physical fitness, fundamental motor skills, and more, whereas others will simply need the support and encouragement to participate in regular physical education activities (Cruse, 2017).

Recommendations

The following recommendations are presented to have a better understanding and appreciation of the research: (1) The researchers recommend a quantitative validation on the results of this study. (2) More students with disabilities should also be invited to gather more data to support this study. (3) Future researchers must also look into how academic performance, personality types, parental support, or sports participation can influence the perception or experience of students with disabilities. (4) And, should there be a replication of the study, the researchers should try to use focused group discussions, grouped according to disabilities, to probe deeper narratives and sharing among the participants.

And to highlight the need for a better policy and educational impact, the following are suggested: (1) Students with disabilities can be encouraged to form their own support groups in their schools to facilitate socialization. (2) Teacher

education institutions must enhance inclusivity and special needs education on subjects such as PE to influence future teachers to be more flexible and dynamic in addressing the academic needs of students with disabilities. (3) And government authorities should intensify the laws and regulation in accommodating students with disabilities to provide inclusive and PWD friendly - services.

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