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Online Learning and Academic Performance of Bachelor of Physical Education Students

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A B S T R A C T S

This study aimed to find out the relationship between the level of online learning and the academic performance of bachelor of physical education students. The light of this study was to determine students' level of online learning, evaluate students' academic performance (in terms of satisfaction, students-instructors interaction, and instructors' performance), and introduce a new framework to increase students' satisfaction in learning online. The finding shows that level of online learning in the program is moderate. Students' academic performance in terms of students' satisfaction is moderately satisfactory, students-instructors interaction is to a greater extent and instructors' performance was effective. The level of online learning was not significantly related to students' satisfaction, and the level of online learning was significantly related to students-instructors interaction and instructors' performance. Based on the findings, interaction with instructors and instructors' effectiveness in operating online classes affects the learning experiences and performance of students. This research can contribute to the development of the online learning process since it provides information about the status of students upon learning online.

A R T I C L E   I N F O

1. INTRODUCTION

The outbreak of the COVID-19 pandemic globally has propagated unprecedented public health adherence. To minimize social contact, various countries perpetrate lockdown to restraint the spread of infection. Thus, the boom of the usage of online learning and the suspension of face-to-face instruction in schools during the COVID-19 pandemic has led to concerns about the consequences for students learning.

According to the study conducted by Al-Balas *et al*. (2020), on 15 March 2020, all educational institutions have been closed as well as educational activities including clinical medical education. Schools, universities, and companies have been forced to resort to remote working because of the pandemic which booms the usage of online learning. However, when using E-Learning platforms there are also some obstacles sprouted in the process of students learning such as lower motivation in students, delayed feedback or help from teachers or instructors, and feeling of isolation due to lack of physical presence of classmates (Coman *et al.,* 2020). This change has been particularly challenging to all Physical Education undergraduate students of SKSU since much of the learning is based on practical applications, laboratory classes, and direct contact with teachers and students. As stated by Engzell *et al*. (2021), the cessation of face-to-face classes in schools amidst the COVID-19 pandemic has led to concerns about its consequences to the learning of Students. Taking into account the aspects mentioned, we believe that transition to online learning can highly affect the educational process of students with regards to the use of an online environment in the process of teaching and learning. Blackmon and Major (2012) mentioned that, as online learning continues to flourish it is essential to study students' overall experiences in online learning environments. Thus, this research can contribute to the development of the online learning process, for it provides information about the status of students upon learning online.

This paper aims to investigate the level of online learning and academic performance of Bachelor of Physical Education (BPED) second-year students in terms of student's satisfaction, students-instructors interaction, and instructor's performance. Moreover, this study aims to propose an intervention scheme or plan base on the findings of the result.

2. METHODS

The method in this study used a correlational design with a complete enumeration sampling technique and a survey questionnaire was utilized to gather the needed data. Descriptive correlational method of investigation and survey questionnaires were employed to gather the needed data via Google form. The study is limited to all thirty-two (32) BPED second-year students enrolled at Sultan Kudarat State University, the Philippines.

3. RESULTS AND DISCUSSION

Table 1 shows that students' level of online learning obtained a grand mean of 3.33 with a verbal description of "Neutral". The result can be interpreted as "Students Level of Online Learning in the Program is Moderate." Base on the result, it denotes that students' level of online learning when it comes to their experiences and achievements ranging from accessibility, convenience, self-effectiveness, and interaction towards their classmates is somewhat meaningful, significant, and excellent. According to Chung and Mathew. (2020) students stated that online learning allows them to hold a higher level of liability for their learning and to learn without any restraint. Additionally, Blackmon and Major (2012) stated

that data about the experiences of students can give information to aid institutions and faculty to design and deliver better courses, which could help improve students learning. Moreover, according to Blackmon and Major (2012), such data can also help the institution to determine if what challenges students face online which consequently can help to improve constancy and retention in learning online.

Table 1. Students' Level of Online Learning and Academic Performance in Terms of Satisfaction, Students-instructors Interaction, and Instructors Performance.

Indicators	Mean	SD	Verbal Description	Interpretation
Students Level of Online Learning	3.33	0.65	Neutral	Moderate
Students' Academic Performance in Terms of Satisfaction in Online Learning.	3.20	3.87	Neutral	Moderately Satisfactorily
Students' Academic Performance in Terms of Students-instructors Interaction.	3.60	0.57	Agree	Great Extent
Students' Academic Performance in Terms of Instructors Performance	3.80	0.66	Agree	Effective

Data also reveals that students satisfaction in the program obtained a grand mean of 3.2 rating which describes its satisfaction as "Neutral" and can be interpreted as "Students Satisfaction in the Program is Moderately Satisfactorily", which means that upon using online learning as a new model of education, students are somewhat satisfied with online learning base on the quality, manner, and attitude they possess towards engaging in various online courses ranging from their engagement, ability to initiate and control their actions in the learning environment, and overall satisfaction. Moderate quality of online education implies that they were not fully satisfied with the education acquired, or they did not perceive online learning they experienced as into high level. Moreover, Blackmon and Major (2012) stated that the more positive students experienced online, the more students likely to re-enroll in online courses.

On the other hand, students' academic performance in terms of students-instructors interaction obtained a grand mean of 3.6 which describes them as "Agree "with the way instructors interact and communicate with them. This means that "Students-Instructor Interaction in the Program is into Great Extent." From the result, it can also be drawn that students are favorable with the way instructors interact, communicate, encourage student's engagement, provide feedback and the way Instructors treat them within the online learning environment. Learners were joyful with their relationships with their instructors, declaring that interactions were generally sufficient with a few omissions. According to Brittany (2015) Communication in terms of supportive comments, constructive criticism, and prompt feedback from instructors to students is a key component of online courses. Previous research has shown that students who perceive high levels of interaction also perceive high levels of learning (Coman *et al.,* 2020).

Table 1 further shows that instructor performance obtained a grand mean of 3.8 with a verbal description of "Agree" and can be interpreted as "Instructor's Performance in the Program is Effective." It can also be drawn that for students, instructors performed efficaciously ranging from their engagement to students up to pedagogical methods that instructors used in teaching online. The power of students learning online lies with the expert educator 's ability to create a learner-centered learning environment wherein every student engages withinside the lively creation of meaning, drawing upon myriad inner and outside elements affecting students learning in online environments. Stated that it is vital for instructors to master the pattern, the delivery method, and strategies for teaching online

courses. Moreover, the study has proven that heightening the levels of instructor control within online surrounding lead to an increase in perceived learning (Costley & Lange 2016).

As shown from **Table 2**, the result revealed that students' level of online learning is not significantly related to Students Satisfaction. It can also be drawn that, even Students Online learning experiences in the program are average yet this is not significantly related to or good indicators to measure student's satisfaction. Probably some other factors are influencing the satisfaction of learners online. As supported by Harsasi and Sutawijaya (2018), the course structure, online tutorial flexibility, and technology quality are factors affecting students' satisfaction. Users' factors don't have any direct effect on users' satisfaction, whilst platform availability has the finest effect on users' satisfaction (Chen *et al.*, 2020).

Table 2. Correlation coefficient between level of online learning and student's satisfaction, students-instructors interaction, and instructor's performance**.**

Variables	Pearson r	Decision	Interpretation
Students Level of Online Learning and Students Satisfaction	-.340	Reject H1	There is no Significant Relationship
Students Level of Online Learning and Students-Instructor Interaction	.567**	Reject Ho	There is a Significant Relationship
Students Level of Online Learning and Instructors Performance	.515**	Reject Ho	There is a Significant Relationship

On the other hand, there was a substantial significant relationship between the level of online learning and students-instructors interaction. This indicated that, as the level of online learning increases, students view their interaction with their instructors to the highest level. It denotes that if students have meaningful online learning experiences and achievements, they will conclude that instructors interact and communicate with them adequately and amply. Previous studies have proven that students who perceive high levels of interaction also perceive high levels of learning as cited by (Coman *et al.*, 2020). The results of this study reflect the study, in which the level of student learning increased as the control of interaction also increased (Coman *et al.*, 2020).

The analysis also shows that the level of online learning and instructors' performance has a moderate positive correlation. It indicates that the correlation coefficient is significantly related. It signifies that as the level of online learning of students increases, students perceive instructor performance favorably and advantageous. It denotes that students believe that instructor performance in an online learning environment could positively impact students' online learning experiences. Dennen *et al.* (2007) concluded that instructors believe that learners' performance is more likely tied to instructor actions that are focused on course content and provide both proactive (models, expectations) and reactive "feedback" information to learners about their ability to demonstrate knowledge and course material.

4. CONCLUSION

Findings suggest that interaction with the instructor and the degree of instructor's performance in operating online classes affects students' success and learning achievement and experiences. Online Instructors should be available, supply immediate responses to students' concerns, and encourage students' engagement and provide timely assistance that may help students to increase their online learning experience and achievements. Based on

the results of the study the researchers come up with Online Learning Strategic Intervention Materials as an Intervention. These strategies can allow exploring various ideas and concepts that would enrich students' understanding, sharpen their competencies, encourage students' engagement and active participation that help students to improve their academic performance and consequently may enable students to feel satisfied with learning online. Research about the effectiveness of the said intervention must need to conduct to prove if it is effective or not.

5. ACKNOWLEDGMENT

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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