

## **BARRIERS AND COPING STRATEGY TOWARDS PHYSICAL ACTIVITY IN THE TIME OF PANDEMIC**

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### **Abstract**

Physical activity in the time of pandemic is very crucial for the health of everyone. The objectives of this study is to identify the barriers and coping strategy towards physical activity in the time of pandemic and to provide intervention program that may help the respondents to overcome barriers and improve coping strategy that the respondents further encountered. A sequential explanatory mixed method design is utilized; it includes both quantitative and qualitative parts in analysis and examining outcomes. Four hundred twelve (412) respondents for the quantitative phase and twenty five (25) participants for the qualitative phase. Based on the results, respondents addressed lack of energy, pain when exercising, how the respondents see the body figure, don't have the ability to exercise, know that respondents can't achieve the result, lack of available and suitable programs at the level, lack of transportation, lack of skills and negative experience in physical activity as a barrier in performing physical activity in the time of pandemic. Result suggested to use the proposed intervention program to help the students in coping up with the barriers encountered and to strengthen the students coping strategy in terms of; social support, problem solving and avoidance. Finally, it is recommended that teachers need to provide available and suitable programs to help students overcome the barriers and schools must provide broader knowledge through webinars and maximizing technological advancement to help students establish lifelong active lifestyles, behaviours, cultural and societal advancement in the comfort of students' homes towards physical activity in the time of pandemic.

**Keywords:** Coping Strategy; Barriers; Physical Activity

### **INTRODUCTION**

The sudden outbreak of the COVID-19 has profoundly affected different agencies. The education sector is not exempted in the unprecedented effect of this global pandemic (Chinazzi et al., 2020). In the mid of March 2020, schools were forced to close, teachers, school staff and students were prohibited to go to schools. Almost 1.2 billion learners worldwide (UNESCO, 2020) were directly affected in the sudden closure of schools and an end to academic concerns. This is due to the vulnerability even in school settings, thousands of school closures are implemented in the world due to COVID-19. Since schools from around the world have been directly and indirectly affected by this pandemic, the traditional face to face classes were replaced by distance learning modalities to ensure that learning will continue and lessen the possible transmission of the said virus. In the whole world, there are countries that are key players in the game of distance education: United States of America (USA), Colombia, United Kingdom, Australia, South Africa, and Turkey in Latin America and in Europe. While in Asia, they are: Malaysia, South Korea, China and India. Even before the spread of the coronavirus, these nations

have already strong foundation on distance learning. However, this time of pandemic, where the safety of the learners is the prime consideration rather the delivery of lessons, even these countries have been affected by the global the global crisis (Konig, Johannes et.al 2020). On a larger lens, the overall scene on the effect of the coronavirus resulted to closure of places where events are normally being done. In the education sector, the schools; in the field of industry, these are the commercial establishments for leisure and recreational activities such as gyms, courts, pools, dance and zumba studios, physiotherapy centers, recreational fields and playground. As a solution to this, the World Health Organization (WHO) together with the government work hand and hand – promoting physical activities as a tool to be used by the individuals to become physically active each day. (Aranda, 2019). As of 30th January 2020, the episode of the COVID-19 was pronounced a Public Health Emergency (WHO, 2020a) and on the eleventh of March 2020, COVID-19 was described as worldwide pandemic (WHO, 2020b). President Rodrigo Duterte on the 16<sup>th</sup> of March 2020, put-on an organization disengage with Enhanced Community Quarantine (ECQ) in Luzon which is a total lockdown, limiting the development of the populace aside from need, work, and health conditions, in light of the COVID-19 pandemic in the Philippines (Santos, 2020). The move is the most forceful among Asian nations battling to adapt to the COVID-19. This total lockdown does not only control the everyday activities of people in going to places they want to go with but also flare-up and physical inactivity on the respiratory, cardiovascular, and musculoskeletal frameworks. Furthermore, these extreme actions are barriers to have active reception for extended stages of the time. The impact of this physical inactivity may probably be seen in numerous spaces like actual well-being, social consideration and the psychological wellness of the students over the country. In line with the issuance of CHED on June 02, 2020, the University President of one of the Higher Education Institutions in Pampanga during his interview in the program Oras Na!, announced the implementation of full flexibility teaching and learning process in the opening of the class. The University Administration provided sets of activities, workshops and seminars to their respective faculty to make them ready in the online teaching (Susi, 2020). Currently, one of the Higher Education Institutions in Pampanga is having online classes through google meet and google classroom platform in delivering lessons and activities. The First year and second year students taking PATH-Fit subject performs physical activities through online platform in the comfort of their homes. Thus, the disturbance triggered by the pandemic to the training and physical activity of most learners was marginal. (Rimmer et al., 2010) tended two intrapersonal barriers, not knowing where to exercise and not knowing how to work out. In addition, the Health Belief Model, seen barriers are an individual's convictions and mentalities towards conduct change. Natural factors essentially alter the person's convictions and mentalities. Also, one study showed that the greatest barrier was time imperative because of school work, social and family activities, workloads for professionals and on students. In other studies, also lack of time was referred to as most normal obstruction by students (Gyurcsik et al., 2004). Copingstrategies are factors that decide how an individual reacts to an errand and how well he or she succeeds (Pajares, 2002). Also, (Lenz 2010) characterizes ways of dealing with stress as "people legitimately standing up to and dealing with the wellspring of their pressure. These copingstrategies

assisted college students through scholastic adapting system factors, for example; approach, evasion, and social help (Sullivan, 2010). According to (Cohut, 2020), the coping strategies of some individuals are doing exercise inside or in their backyards, as well practicing yoga, meditation, or types of prayers have helped with keeping them grounded and focused. A few people have been making the most of the occasion to go for strolls in nature. Most of the people believed that one of the coping strategies is by connecting with loved ones by virtual calls. Social support intercessions as coping strategy consolidate physical activities opportunities and social support to construct, reinforce, and keep up informal organizations that energize positive conduct changes. Meanwhile, effective problem-solving or critical thinking abilities can be added as coping strategies to diminish danger of poor mental-health or psychological health as coping strategies. In these conditions, according to (Stroebe et al., 2006) people depend on meaning-focused coping strategies to overcome some barriers. Moreover, people realize how to cope to unfixable trauma, and for the most part includes healthy distraction, association and what's more support of self-efficacy. In this specific situation, barriers are not updates that there is a whole other world to life than trauma. Overcoming these barriers and coping strategies at home is effortlessly done and will help keep up wellness levels. In addition, performing family unit assignments contributes altogether to add up to energy use, particularly for the older (Ratzlaff et al., 2010). The World Health Organization epitomizes some reasonable locally situated activities, accessible at their site, including: squats, spans, back expansions, and seat plunges, to be performed multiple times. To build inspiration for web conveyed intercessions through the computer or mobile phone, or self-observing through journals or telephone applications, are suitable devices for practice inspiration (Tate et al., 2015). Overcoming the barriers and coping strategies is needed during the COVID-19 pandemic because of its numerous advantages on the overall health given that social distancing is regarded. COVID-19 pandemic is spreading around the world, forcing policymakers to give direction to individuals into isolation. In numerous nations, wellness hub are shut down. Long period of self- quarantine represents a critical challenge for staying physically active and may affect individuals' personal satisfaction (Dwyer et al., 2020). Based on the foregoing literary works, it can be concluded that coronavirus disease (COVID-19) pandemic became barriers to do physical activities, the world is confronting numerous health barriers, and one of this is the developing paces of obesity and physical inactivity, and students have to create disposition that lead to unhealthy lifestyles. Understanding the importance of physical activity in the time of pandemic is important to realizing the full potential of the learners. Having said that, the main objective of the researcher is to determine the barriers and coping strategy of the respondents towards physical activity in the time of pandemic to maintain a healthy lifestyle as individual and promote a healthy community. The significance of the study also focused on the barriers and coping strategies further encountered by the respondents towards physical activity in the time of pandemic and to have an intervention program to help the respondents overcome the barriers.

## Objectives

This study aimed to assess the barriers and coping strategy towards physical activity in the time of pandemic during the school year 2020-2021. Specifically, the researcher aimed to answer the following questions:

1. What are the barriers encountered by the respondents towards physical activities in the time of pandemic?
2. How may the coping strategy of the respondents in the time of pandemic be described in terms of:
  - 2.1 social support;
  - 2.2 problem solving ; and
  - 2.3 avoidance.
3. Based on the quantitative data, what are the reasons behind those barriers and coping strategies towards physical activity in the time of pandemic?
4. What coping strategy intervention program can be derive based on the findings of the study?

## LITERATURE REVIEW

### 1. Barriers

Barrier are an individual's convictions and mentalities towards conduct change. barrier for youth and students have to create disposition that lead to unhealthy lifestyles – since they are put in lockdowns, most of them are obsessed more on TV, exercising less, and becoming progressively overweight. A study from the Centers for Disease Control and Prevention (CDC) demonstrates that as students get more seasoned, they take an interest in less formal physical exercises. (Johnson & Deshpande, 2000). Empowering or ordering that individuals ought to stay inside their homes with ceased everyday life exercises became a barrier that may unexpectedly increment inactive conduct, and incur negative health results. Diminishing it will bring down mechanical burden, metabolism rate, and vigor use, that bring about in decreasing the actual wellness and vitality excess that may result to physical inactivity. All are notable danger factors for future sickness signs, forcing further monetary weight on the upcoming society (Owen et al., 2010). Absence of admittance to exercise can likewise be barrier and may affect the emotional health impacts, which can aggravate pressure or tension that many will have the involvement with the essence of disconnection from typical public activity. Possible loss of family or buddies from the disease and impact of the infection on one's monetary flourishing and permission to sustenance will intensify these effects (United Nations, 2020).

### 2. Coping Strategy

A coping strategy is the conscious and oblivious endeavours put in to take care of issues and decrease pressure. It is the psyches inherent to investigate program that means to re-establish its ideal working state. In psychology, coping aptitudes or coping systems are a bunch of adaptable apparatuses that are proactively controlled to avoid burnout. These apparatuses can be our musings, feelings, and activities and are dependent on our

character designs (Chowdhury, 2020). Social support intercessions as coping strategy consolidate physical activities opportunities and social support to construct, reinforce, and keep up informal organizations that energize positive conduct changes. Interventions can likewise incorporate training, gathering or individual guiding, or plans customized to singular requirements (Hanson & Jones, 2015). Problem-solving coping strategy has its limit points in a pandemic, in light of the fact that the pressure stays regardless of how coordinated or focused people are. According to (Colberg, 2016), the distinction in the quantity of individual's avoidance affects their coping strategy enormously less, even only a couple months. The most widely recognized reasons why individuals avoiding doing physical activity are like an apparent lack of time, work out related wounds and physical activities which regularly because of beginning at an activity force that is excessively high for their wellness level. Individuals can use this as coping strategy by choosing to quit, considering exercise an arranged action and rather attempt to move more for the duration of the day. People stunned at the amount more active and others have become, and how brief period needed to forfeit to do it. Any development individuals do expands the measure of energy that they use in a day too.

## RESEARCH METHODOLOGY

This study integrated findings of a sequential explanatory mixed-method design by using both qualitative and quantitative phase in gathering information to find the barriers and coping strategy towards physical activity in the time of pandemic of the first year and second year students in one of the Higher Education Institutions in Pampanga taking Physical Activity Towards Health and Fitness (PATH-Fit) subject during the academic year 2020-2021. The study used standardized questionnaire to obtain quantitative and qualitative data from the respondents through google forms. The questionnaire was organized into two parts. Part I is the assessing the barriers encountered by the respondents towards physical activities in the time of pandemic. Part II of the survey focuses on coping strategy of the respondents specifically to social support, problem solving and avoidance towards physical activities in the time pandemic. In order to facilitate the analysis and interpretation of the data obtained, the researcher followed the point scale interpretation: **Part I** Barriers to physical activity interpreted to (1) Very low, (2) Low, (3) Moderately high, (4) High, (5) Very High and **Part II** Coping strategy to physical activity interpreted to (1) Not at all, (2) Least extent, (3) Moderate extent, (4) Great extent, (5) Very great extent. This study in compliance with the Data Privacy Act (DPA) of 2012, and its Implementing Rules and Regulations (IRR) effective since September 9, 2016, authorizing the Researcher to: Use the data from this survey to assess the barriers and coping strategy of first year and second year students taking PATH-Fit subject. The data are stored for the analysis of results and accomplishment of the research study. Only respondents qualified in the research are included. Respondents were appropriately informed about the target of the study and were ensured with utmost confidentiality. The researcher used two (2) procedures in analyzing the data: **Quantitative Part.** The information gathered were arranged and prepared through google to facilitate the analysis and interpretation of the results for the gathered data. The

researcher used SPSS to compute the weighted mean of the gathered data. **Qualitative Part.** Qualitative data analysis phase was used in the thematic analysis in analyzing the data to clarify, explain and interpret the data collected from the response of the respondents in the study. Thematic coding is a type of subjective examination which includes recording or recognizing sections of text or pictures that are connected by a typical topic or thought permitting you to file the content into classifications and thusly build up a "structure of topical thoughts regarding it" (Gibbs, 2007).

**Results and Discussions**  
**For Quantitative Phase**

**1.Barriers Encountered by the Respondents**

There were twenty-six barrier indicators listed in the questionnaire. The most frequently cited was moderately high were “lack of time” garnering 3.13 as the highest mean, “feeling uncomfortable (intimidated in exercise surroundings)” 2.98 mean value, “have other areas in my life that I feel must take priority in my day” with 2.94 mean and “lack of support from other” with 2.56 mean value, “lack of partner” 2.50 mean value. The study also found the low indicator for the students were “lack of child care” with 2.22 mean value. This barrier indicators has a general weighted mean of 2.73 with a verbal description of moderately high. This simply means that majority of the respondents considered time as barrier towards physical activity because of hectic class schedule considering many assignments and task that need to be done, social and family related duties which restrict them to do physical activity and lack of support barred them in doing physical activity because if people have a supportive relative, friends and partner more likely people are motivated to engage in physical activity especially when the activity is full of fun and excitement. In support to the result of the study, according to (Center for Disease Control and Prevention, 2020), lack of skills, fear of injury, lack of motivation, lack of time, feeling uncomfortable, lack of physical power, and lack of energy barred many individuals from participating physical activity. Furthermore, in the study of (Arab, 2007; Cerin et al., 2010) it was identified that “lack of motivation “cited as the most common barrier. In the study of (Daskapan et al., 2006; Phillips et al., 2009) it was revealed that lack of energy was extremely barrier in doing physical activity.

**Table 1: Barriers Encountered by the Respondents**

Indicators	Weighted Mean	Verbal Description
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1. Don't feel that I have the ability to exercise at a sufficient level for it to be worthwhile	2.65	Moderately High
2. Fear of injury (or re-injury)	2.72	Moderately High
3. Fear of making an existing illness worse	2.86	Moderately High
4. Lack of energy	2.68	Moderately High
5. How I see my body	2.63	Moderately High
6. Keep talking myself out of it	2.58	Moderately High
7. Know that I can't achieve the results I want so why bother	2.68	Moderately High
8. Lack or low physical power	2.81	Moderately High
9. Lack of motivation	2.90	Moderately High
10. Pain when I exercise	2.74	Moderately High
11. Don't able to find inexpensive physical activity	2.56	Moderately High
12. Failure to achieve goals in previous attempts to become active	2.80	Moderately High
13. Feeling uncomfortable (intimidated in exercise surroundings)	2.98	Moderately High
14. Have other areas in my life that I feel must take priority in my day	2.94	Moderately High
15. Lack available and suitable programs at my level	2.76	Moderately High
16. Lack of access to opportunities such as nearby facilities	2.90	Moderately High
17. Lack of a partner	2.50	Moderately High
18. Lack of child care	2.22	Low
19. Lack of knowledge	2.59	Moderately High
20. Lack of safe places	2.73	Moderately High
21. Lack of skills	2.80	Moderately High
22. Lack of support from others	2.56	Moderately High
23. Lack of time	3.13	Moderately High
24. Lack of transportation	2.66	Moderately High
25. Previous negative experience with physical activity	2.67	Moderately High
26. Unsuitable (hot or cold) weather	2.82	Moderately High
General Weighted Mean	2.73	Moderately High

## 2.Coping Strategies of the Respondents

The respondents coping strategies were described as follow; social support, problem solving, and avoidance. Coping strategies are factors that decide how an individual reacts to an errand and how well they succeed (Pajares, 2002).

### 2.1Coping Strategies of the Respondents in terms of social support

The weighted mean and verbal description of coping strategy indicator specifically social support. There were eleven coping strategy indicators listed in terms of social support. The indicator was at great extent as a coping strategy by the respondents were "accepted sympathy and understanding from someone" with the highest mean value of 3.86, "talked to people about the situation because talking about it made you feel better" with 3.86 mean total, "accepted help from a friend or relative" 3.85 mean and "went to a friend to help you feel better about the problem" with 3.57 mean value. The study also found the moderate extent indicator for the students were "went to a friend for advice about how to

change the situation” 3.49 mean value and “went to someone friend or professional to help you feel better” with 3.44 mean as the lowest. This coping strategy indicators in terms of social support has a general weighted mean of 3.71 with a verbal description of moderate extent. This implied that majority of the respondents asked help from friends and relatives in dealing with the situation which helped them feel at comfort and better. Having strong social network helped the students to deal with the barriers and motivated the students to do physical activities with the help of friends, partner and relatives in promoting home workout healthy lifestyle in this time of pandemic. In the support of this, The respondent’s lifestyle changes behaviour in the time of coronavirus disease pandemic gained support to their family and friends in eating healthy (Dominado, 2021).Furthermore, according to the study of (Brown, 2017), he emphasized that providing social support to the undergraduate students helped them to cope up with the barriers they encountered in physical activity.

**Table 2: Coping Strategies of the Respondents in terms of social support**

Indicators	Weighted Mean	Verbal Description
1. Described your feelings to a friend	3.80	Great Extent
2. Accepted sympathy and understanding from someone	3.86	Great Extent
3. Talked to people about the situation because talking about it made you feel better	3.86	Great Extent
4. Talked about fears and worries to a relative or friend	3.65	Great Extent
5. Told people about the situation because talking about it helped you come up with solutions	3.71	Great Extent
6. Went to someone friend or professional to help you feel better	3.44	Moderate Extent
7. Went to a friend to help you feel better about the problem	3.57	Great Extent
8. Went to a friend for advice about how to change the situation	3.49	Moderate Extent
9. Accepted sympathy and understanding from friends who had the same problem	3.72	Great Extent
10. Accepted help from a friend or relative	3.85	Great Extent
11. Sought reassurance from those who know you best	3.83	Great Extent
General Weighted Mean	3.71	Great Extent

## 2.2Coping Strategies of the Respondents in terms of problem solving

The research listed eleven coping strategy indicator in terms of problem solving and all the indicators found that were at great extent as coping strategy by the respondents were “formed a plan in your mind” garnering the highest mean of 4.14, “set some goals for yourself to deal with the situation” with a mean of 4.13, “thought of many ideas before



deciding what to do” with 4.12 mean total, “tried to solve the problem” with 4.12 mean total and “tried to carefully plan a course of action rather than acting on impulse” with a total mean of 3.92 “turned your full attention to solving the problem” with 3.91 mean, and “stood firm and fought for what you wanted in the situation” 3.81 mean as the lowest. This coping strategy indicators in terms of problem solving has a general weighted mean of 4.00 with a verbal description of great extent. This data showed that majority of the respondents were forming plan, setting goals and thinking of many bright ideas to solve the problem. Forming a personal fitness plan every week to achieve the set of goals – to become physically active at home in providing creative ideas in conceptualizing alternative equipment example; dumbbells and barbells made of cement, sand and water in plastic bottles or used cans. All of these have been materialized because of the wide range critical thinking of the respondents in providing sustainable solution to mitigate physical inactivity in the time of pandemic. To wit, according to (Nopembri et al., 2019), problem-solving skills of the students were very important in the student’s life which emphasized that a fully grown problem-solving skill will help the students provide effective solutions in dealing with barriers in physical activity.

**Table 3: Coping Strategies of the Respondents in terms of problem solving**

Indicators	Weighted Mean	Verbal Description
1. Rearranged things so your problem could be solved	3.89	Great Extent
2. Thought of many ideas before deciding what to do	4.12	Great Extent
3. Set some goals for yourself to deal with the situation	4.13	Great Extent
4. Weighed up your options carefully	3.95	Great Extent
5. Tried different ways to solve the problem until you found one that worked	4.02	Great Extent
6. Thought about what needs to be done to straighten things up	3.98	Great Extent
7. Turned your full attention to solving the problem	3.91	Great Extent
8. Formed a plan in your mind	4.14	Great Extent
9. Stood firm and fought for what you wanted in the situation	3.81	Great Extent
10. Tried to solve the problem	4.12	Great Extent
11. Tried to carefully plan a course of action rather than acting on impulse	3.92	Great Extent
General Weighted Mean	4.00	Great Extent

### 2.3 Coping Strategies of the Respondents in terms of avoidance

In the avoidance, there were eleven listed indicator in the questionnaire. The most frequently cited was at great extent as coping strategy in terms of avoidance were “daydreamed about better times” with a highest mean of 3.98, “fantasized about how things could have been different” with a mean of 3.77, “spent more time than usual alone” 3.74 mean and “avoided being with people in general” with a total mean of 3.32, “wished

that people would just leave you alone” with a mean value of 3.05, and “watched television more than usual” with 2.90 mean. This coping strategy indicators in terms of avoidance has a general weighted mean of 3.49 with a verbal description of moderate extent. As a proof, according to (Azizi, 2011) avoidance as a coping strategy has been a great help in dealing with the barriers in performing physical activity.

**Table 4: Coping Strategies of the Respondents in terms of avoidance**

Indicators	Weighted Mean	Verbal Description
1. Tried to distract yourself from the problem	3.68	Great Extent
2. Did all you could to keep others from seeing how bad things really were	3.47	Moderate Extent
3. Daydreamed about better times	3.98	Great Extent
4. Spent more time than usual alone	3.74	Great Extent
5. Watched television more than usual	2.90	Moderate Extent
6. Avoided being with people in general	3.32	Moderate Extent
7. Buried yourself in a hobby or sports activity to avoid the problem	3.54	Great Extent
8. Slept more than usual	3.55	Great Extent
9. Fantasized about how things could have been different	3.77	Great Extent
10. Identified with characters in movies or novels	3.42	Moderate Extent
11. Wished that people would just leave you alone	3.05	Moderate Extent
General Weighted Mean	3.49	Moderate Extent

### For Qualitative Phase

The researcher interviewed twenty five (25) students who were identified as outliers from the Barriers to Physical Activity Questionnaire and Coping Strategy Indicator survey results in order to cross-validate the respondents' responses and gain a better understanding of their responses. Based on (“Using Thematic Analysis in Sport and Exercise Research,” 2021) steps, thematic analysis were utilized, there are two main themes with own set of sub-groups. The first theme is the Barrier. This theme describe the respondents' barriers that were further encountered towards physical activity. The second theme describes the respondents' Coping Strategy that further encountered towards physical activity. There are three sub-themes as follows: (a) social support; (b) problem solving; and (c) avoidance. These were the respondents' reactions as recorded in their transcript.

### Barriers

Based on the responses of the respondents, it communicates that respondents were not motivated, not focus and prefer to eat and sleep. Moreover they are less active because

of the advance technology gadgets we have. Here were some of the respondents' responses.

It's not that I lack energy, it is because I am not motivated enough to do physical activities. (RT4b)

You're not motivated enough. Or the way you exercise is not right and the foods you eat for dieting are wrong that's why you can't achieve the result you want. (RT10a)

Are you self-motivated? If so, this is a good option, especially if you're busy schedule prevents you from planning a regular time to be active every day. (RT11b)

I think for me the main reason is not being consistent, because every time I'll do physical activity I skipped a lot of days for not doing anything, and the exercises that I do are not heavy to achieve the result I want, also because its online class every day we have a activity to finish and the remaining time for doing physical activity is not enough instead I just rest. (RT9a)

Unable to focus in doing physical activity is the kind of skills in terms of being it is what I lack. (RT4e)

The negative experience while doing exercise is people around me. Because I did not focus to activity and is so noisy. (RT7c)

Laziness is the number one reason why you can't achieve the result you wanted to because sometimes you must prefer to eat and sleep than doing physical activity. Second reason is sometimes you try the physical activity but your body can't handle it. Because your body is not used in such things (not used to it) lastly the reason why you can't achieve the result you want, when you doing a physical activity, because you are not totally serious of doing that. When you have a goal to achieve the body you want, of course you are determined to do that. (RT6b)

With technological advances and conveniences, people's lives have in many ways become increasingly easier, as well as less active. In addition, people have many personal reasons or explanations for being inactive. The most common reasons adults don't adopt more physically active lifestyles are cited as. (RT7a)

The interview transcript shows that some of the respondents were struggling and how their body looks in performing physical activities. Furthermore, lack of energy barred them doing exercise routine. Here were some of the respondents' responses.

It is because you have a goal on how you want your body to look like. (RT4c)

I am lacking in energy probably because of the pandemic, it makes me lazy to perform such an physical activity and besides I am not into sport or about physical activities because of lack of physical abilities. (RT5a)

The reason why I think that I lack skills in doing physical activity is because vividly see how I struggle with it. I can also see it in body because I'm near on being obese. It is also obvious on my Physical Fitness tests. To sum it all, I don't do well on things that involves body movement. (RT13a)

Because your whole body are moving so that, the more active you give to that particular physical activity, the more energy you lose, because all you strength and

effort you gave to that activity. So we feel tired whenever we perform the physical activity. (RT6a)

Because I notice in myself that I get tired immediately when the given time and the number it gives is too slow, let's say you run 500 meters and I'm not even half of that and I'm tired already so I can't beat what others are doing. So sometimes my friend says to me "do you have heart disease, why do you get tired right away?" then what I say is "I'm just not used to exercising because I only sleep and eat at home and when my mom asking me to wash the dishes I will do it so that She will not get mad at me in that way I can help her." I said to my friend, when I thought about it once I was saw sad about it because that's all I can do if I can't do it, so sometimes when I'll see the others who can do the exercise without getting too tired because their body is used to that exercise. (RT2a)

Most of the respondents' response that their legs felt pain when doing exercise while the other one experiencing chest pain because of his sedentary lifestyle. Here were some of the respondents' responses.

Leg. (RT6c)

I encountered that during an exercise, my arms and legs are in pain. (RT7b)

It may surprise you to know that chest pain is actually more common in athletes than it is in sedentary people. Luckily, in young athletes, chest pain typically isn't a sign of heart trouble. A medical evaluation can help you be sure. (RT11a)

Exercise helps people lose weight and lower the risk of some diseases. But depend in our body because if we have an asthma or disease we cannot do an exercise. If we cannot exercise I feel my body is hurt or Heavy so it is Important to exercise even you stretch your arms that one example of an exercise. (RT3a)

The negative experiences that I encountered in the past while doing physical activity is falling because of losing balance and having a bruise after. I think it is also a negative experience of being bullied because of how I look while doing a certain physical activity. (RT13b)

I don't think there is such negative experience that I have been through, the only thing I consider negative and yet positive in some ways is that when doing physical activity I get muscle pain. (RT4f)

Some of the respondents were looking for someone who can accompany them in performing physical activity. In addition, there were responses that felt lazy. Here are some of the respondents' responses.

I feel lazy most of the time but when I have someone who I can get to be with when exercising, I tend to have the courage and will to do it. (RT4a)

Not all people is near in a gym, so when you know the gym is so far you always said to yourself (I will do it tomorrow and look for someone to accompany me) when you practice that particular saying you don't even realize that months have been past. When it comes in fare many money will cost of course you don't want to lose money so you'd rather just hang out at home. (RT8b)

The interview transcript displays that some of the respondents lack time in performing physical activities. Furthermore, one respondent responded that if school purposes

students can do physical activities for the sake of grade. Here were some of the respondents' responses.

In my case I'm not considered my body as a healthy and fit in doing physical activity because i got boredom and insufficient time to exercise. But not at all time, girls have a different mood and also insecurities about a perfect body so sometimes we push ourselves to do a physical activity to have a coca-cola shape. (RT8a)

That's maybe because of lack of time of the students and maybe because of our age. We actually spend more time in written and oral academics. (RT12a)

Personally, I don't have time to do Physical Activities when it comes to daily basis and maybe that's why, but if it is needed for school purposes, I can do it for the sake of it. (RT12b)

Some of the respondents cannot go travel to community parks or recreational space to do physical activities. Here were some of the responses.

Many people in urban and suburban areas struggle to find Reliable transportation is any physical object that impedes the flow of people moving from one place to the other to establishing or accessing transportation programs in rural communities. (RT15a)

I considered lack of transportation to be a barrier because I do not own a vehicle and public transportation is rare and the fare is expensive in our area, so I am unable to travel to a location where I can engage in physical activity. (RT14a)

In my own opinion i consider that lacking of transportation is a barrier for a student like me, because Due to a lack of transportation some students would be late to attend their classes or have multiple absences. As result of being late or absent due to lack of transportation their grades might be suffer. (RT16a)

The interview transcript indicates that some of the respondents believed that exercising improves our life and there were adaptable style of fitness to perform. Here were some of the respondents' responses.

Every day, we should do something that improves our life. Here are the things you can do on days you don't feel like exercising that still help. Maybe you're just having a bad day or are simply feeling lazy. Time to be relaxed, no-nonsense, adaptable style of fitness. (RT1a)

I have been doing physical activity ever since that is why I am very much familiar in every activity. (RT4d)

### **Coping Strategy – Social Support**

Some of the respondents handled the situation by their own and they believed in their own capabilities. Here were some of the responses.

My parents helped me more in solving my problems, I am very open with them. (RT14b)

I believe that I can fix my own problem and I want to an independent because in the end of the day it will just be you not others will help you. (RT17a)

My friends are busy with their studies and personal stuffs we seldom talk with each other. (RT18a)

I don't want to be a burden on their part. (RT19a)

### **Coping Strategy – Problem Solving**

Some of the students were impulsive, risk taker and they believed on instincts. Here were some of the respondents' responses.

Most of the people told me that I am impulsive, and I think that is the reason why I usually not thinking of many ideas before deciding what to do. (RT18b)

I believe in my instinct. (RT20a)

I am a risk taker I usually do whatever comes in my mind. (RT21a)

Some of the respondents believed that everything happened for a reason with that people don't solve the problem rather people go with the flow of the situation. Here were some of the respondents' responses.

I usually go with the flow. (RT17b)

I just let things happens. I believe in God's plans and things will happen for a reasons. (RT18c)

For me, it's my fate to deal with the situation at hand. (RT20b)

I'm afraid of disappointments that why I am not setting any goals. (RT21b)

It is very evident that some of the respondents prefer to do it instead of forming a plan. In addition they just go with the flow to lessen the disappointments. Here were some of the respondents' responses.

I just do whatever comes in my mind. (RT18d)

I believe in actions than in planning, if we can already do it then do it. (RT20c)

Less disappointments, I just go with the flow. (RT21c)

Lastly, some of the respondents do not try to solve the problem it is because primarily the respondents don't know where to start. Here are some of the respondents' responses.

Because I don't know where to start and what to do I just let it. (RT17c)

I did not try to solve my problem because I don't know how. (RT18e)

I am afraid of taking risk. (RT20d)

Whatever happens, happens. I don't deal so much with problem. (RT22a)

### **Coping Strategy – Avoidance**

The interview transcript illustrates that some of the respondents were comfortable expressing themselves to other. Also, students are very open to their friends. Here were some of the respondents' responses.

Because I am very open with my friends and I let them know my ups and downs. (RT17d)

I am not into keeping secrets. (RT18f)

I am comfortable to express myself especially with my friends I tell them everything even bad things happening in my life. (RT20e)

Some of the respondents enjoyed being surrounded by the crowd thus, respondents love attending parties, participate Zumba class and other activities. Here were some of the respondents' responses.

I used to spend time with many people like going out, hanging out and having good time. (RT20f)

Being surrounded with the crowd makes me feel happy. (RT23a)

My friends and I loves to attend parties, participate Zumba class and other activities. (RT24a)

It showed that some of the respondents preferred to stay at home while the other preferred to drive alone. Here were some of the respondents' responses.

I usually go somewhere to unwind and breathe. (RT17e)

I drive all by myself. (RT20g)

I just stay at home, lying in bed and doing nothing. (RT19b)

I prefer just to be in my room, isolating myself from others. (RT25a)

Further, some of the respondents gained enough hour of sleep. Here were some of the respondents' responses.

3 hours to 4. (RT20h)

7 to 9 hours. (RT19c)

I sleep for 8 hours, a complete sleep to refresh my mind. (RT24b)

Lastly, it is very evident that some of the respondents were not into watching movies and reading novels. Here were some of the respondents' responses.

Because I am not interested with movies and novels. (RT17f)

I easily get bored in watching movies and reading novels. (RT20i)

I am not a fan of movies and novels. (RT23b)

**Table 5: Intervention Program**

Problem Identified	Objectives	Strategy/ Activity	Person Involved	Budget Allocation	Target Date	Outcome
Lack of Child care	Provide a safety environment for their children.	“Safety Activities for Children and Student-Parent”  (Webinar-Workshop)	Students Stakeholders Teachers	Program Proposals  Speakers’ Honorarium (₱2,000 to ₱5,000 per speaker)  Attendance and Evaluation Form  Documentations	First Semester (September 2021)	At least 80% of the college students will be able to attend and participate in the webinar workshop.  A satisfactory to excellent rating in the activity.  Students will be able to improve their activity skills with their child and lessen the barrier.
Lack of Partner	Partnership and membership in the nearby fitness center.	“Interpersonal Skills: Enhancing Social Support ”  (Webinar-Workshop)	Students Stakeholders Teachers	Program Proposals  Speakers’ Honorarium (₱2,000 to ₱5,000 per speaker)  Attendance and Evaluation Form  Documentations	First Semester (October 2021)	At least 80% of the college students will be able to attend and participate in the webinar workshop.  A satisfactory to excellent rating in the activity.  Students will be able to improve their relationships with other people through the means of positive communication skills.



Lack of support from others	Identify ways to get along well with others and work effectively with them.	“Interpersonal Skills: Enhancing Social Support ”  (Webinar-Workshop)	Students Stakeholders Teachers	Program Proposals  Speakers’ Honorarium (₱2,000 to ₱5,000 per speaker)  Attendance and Evaluation Form  Documentations	First Semester (October 2021)	At least 80% of the college students will be able to attend and participate in the webinar workshop.  A satisfactory to excellent rating in the activity.  Students will be able to improve their relationships with other people through the means of positive communication skills.
Unavailable inexpensive physical activity	Identify available and inexpensive resources in the community.	“Creating Resourceful Materials in doing Home-Based Physical Activities ”  (Webinar-Workshop)	Students Stakeholders Teachers	Program Proposals  Speakers’ Honorarium (₱2,000 to ₱5,000 per speaker)  Attendance and Evaluation Form  Documentations	First Semester (November 2021)	At least 80% of the college students will be able to attend and participate in the webinar workshop.  A satisfactory to excellent rating in the activity.  Students will be able to provide improvised equipment that they can use in their day to day physical activities at home.
Lack of Knowledge	Educate students on various physical activities and exercise.	“Importance of Physical Activity in the Time of Pandemic ”  (Webinar-Workshop)	Students Stakeholders Teachers	Program Proposals  Speakers’ Honorarium (₱2,000 to ₱5,000 per speaker)  Attendance and Evaluation Form		At least 80% of the college students will be able to attend and participate in the webinar workshop.  A satisfactory to excellent rating in the activity.  Students will be able to increase their knowledge about the benefits they can get in

				Documentations		doing physical activities in the time of pandemic.
Went to someone friend or professional to help you better	Recognize the benefits of interacting with others.	“Building Healthy Relationships” (Webinar-Workshop)	Students Stakeholders Teachers	Program Proposals  Speakers’ Honorarium (¥2,000 to ¥5,000 per speaker)  Attendance and Evaluation Form  Documentations	First Semester (December 2021)	At least 80% of the college students will be able to attend and participate in the webinar workshop.  A satisfactory to excellent rating in the activity.  Students will be able to improve their relationships with other people through the means of positive communication skills.
Went to a friend for advice about how to change the situation	Recognize the situations, attitudes, and the behaviors of others that affect one’s self-concept.	Building Healthy Relationships (Webinar-Workshop)	Students Stakeholders Teachers	Program Proposals  Speakers’ Honorarium (¥2,000 to ¥5,000 per speaker)  Attendance and Evaluation Form  Documentations	First Semester (December 2021)	At least 80% of the college students will be able to attend and participate in the webinar workshop.  A satisfactory to excellent rating in the activity.  Students will be able to improve their relationships with other people through the means of positive communication skills.
Stood firm and fought for what you wanted in the situation	Identify behaviors and experiences that help to build and maintain a positive self-concept.	“Sports Psychology: Importance of Positive Self Talk” (Webinar-Workshop)	Students Stakeholders Teachers	Program Proposals  Speakers’ Honorarium (¥2,000 to ¥5,000 per speaker)	First Semester (September 2021)	At least 80% of the second-year college students in different college programs will be able to attend and participate in the webinar workshop.  A satisfactory to excellent rating in the activity.

				Attendance and Evaluation Form Documentations		Students will be able to pull out control and confidence from within and not from any kind of external factor; can accept criticisms and compliments graciously; able to respect individual differences; and will feel very comfortable in social conditions.
Rearranged things so your problem be solved	Identify possible solutions to solve the problem.	Google Classroom activities on Physical Activity	Students Stakeholders Teachers	Program Proposals Speakers' Honorarium (¥2,000 to ¥5,000 per speaker) Attendance and Evaluation Form Documentations	First Semester (October 2021)	At least 80% of the second-year college students in different college programs will be able to attend and participate in the webinar workshop.  A satisfactory to excellent rating in the activity.  Students will be able to pull out control and confidence from within and not from any kind of external factor; can accept criticisms and compliments graciously; able to respect individual differences; and will feel very comfortable in social conditions.
Wished that people would just leave you alone	Recognized the benefits of positive social skills.	"Building Healthy Relationships" (Webinar-Workshop)	Students Stakeholders Teachers	Program Proposals Speakers' Honorarium (¥2,000 to ¥5,000 per speaker) Attendance and	First Semester (December 2021)	At least 80% of the second-year college students in different college programs will be able to attend and participate in the webinar workshop.  A satisfactory to excellent rating in the activity.

				Evaluation Form Documentations		Students will be able to improve their relationships with other people through the means of positive communication skills.
Avoided being with people in general	Identify the importance of communicating with others.	“Building Healthy Relationships” (Webinar-Workshop)	Students Stakeholders Teachers	Program Proposals Speakers’ Honorarium (¥2,000 to ¥5,000 per speaker) Attendance and Evaluation Form Documentations	First Semester (December 2021)	At least 80% of the second-year college students in different college programs will be able to attend and participate in the webinar workshop.  A satisfactory to excellent rating in the activity.  Students will be able to improve their relationships with other people through the means of positive communication skills.

## CONCLUSION

1. The barriers encountered by the respondents towards physical activity in the time of pandemic indicated **moderately high** in lack of time; feeling uncomfortable or intimidated in exercise surroundings; lack of support from others; and lack of partner.
2. Results of the respondents coping strategies in the time of pandemic shows **great extent** and **moderate extent** in social support, problem solving, and avoidance.
3. Some of the students' responses were barred towards physical activities in the time of pandemic. The first theme is Barrier. For this theme described the reasons of the respondents' behind those barriers. Some of these are lack of energy, how student see their body, pain when they exercise, and negative experience with physical activity. In connection to the coping strategy of the respondents, the second theme described the respondents' reasons behind those coping strategy that did not further encountered towards physical activity. As social support, students went to a friend for advice. Meanwhile respondents' problem solving, thoughts of many ideas, set some goals for themselves and formed a plan in students' mind. Furthermore, as avoidance, students avoid being with people in general, and buried themselves into sports activity or hobby.
4. The intervention derived based on the result of the study was the proposed coping strategy intervention program towards physical activity in the time of pandemic.

## RECOMMENDATIONS

1. Teachers need to provide available and suitable programs to help students overcome the barriers that students encountered towards physical activity in the time of pandemic. One way is to increase physical activity at the comfort of students' homes that will enhance students' participation.
2. Schools must provide broader knowledge through webinars related to social support indicator, problem solving indicator and avoidance indicator. This will strengthen the coping strategy of the students towards physical activity in the time of pandemic and to help students establish lifelong active lifestyles and behaviors in the comfort of students' homes.
3. Students can use the coping strategy intervention program that can assist students to strengthen coping strategy to develop intrapersonal and interpersonal relationships, appreciation of self, family and community in the time of pandemic.
4. The proposed coping strategy intervention problem is highly recommended to be used by the students, teachers, schools, administrators and future researchers as their guide in the time of pandemic and an area of study for future endeavor.

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