

SIGNIFICANCE AND CHALLENGES ON ADAPTATION OF DIGITAL AND DISTANCE LEARNING AMONG PHYSICAL EDUCATION STUDENTS

SIGNIFICADO E DESAFIOS NA ADAPTAÇÃO DA APRENDIZAGEM DIGITAL E À DISTÂNCIA ENTRE ALUNOS DE EDUCAÇÃO FÍSICA

Dilshad Ali
Department of Physical Education,
G.D Group of Schools Aligarh UP,
India
dilshadali12@gmail.com

Mohammad Ahsan
Department of Physical Therapy,
College of Applied Medical
Sciences, Imam Abdulrahman
Bin Faisal University, Dammam,
Saudi Arabia
mahsan@iau.edu.sa

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Abstract: This study examines the significance and challenges among the physical education students towards digital and distance learning. An online survey technique was adopted to conduct this study in Aligarh district schools with a number of 464 participants. The age group ranged from 15 to 19 years for all participants. All the students who participated in this survey were currently attending online classes during the COVID-19 outbreak. Semi-structured online questionnaires developed with Google Forms. A self-developed questionnaire was used to collect data. Questions are based on a five-point Likert scale from Strongly Agree to Strongly Disagree. The survey was circulated on the social media platform among students. Students give their consent and provide appropriate answer to each question. The average time taken by a student was 4-5 minutes to complete the survey. The results demonstrate that the physical education students are not voluntarily accepting online classes during the lockdown period, student are attending online classes the first time in their lives, many students have not been able to afford online classes, students have experienced stress due to the COVID-19 pandemic, and they feel so online learning is an added burden on them, the institution does not provide any technical training for student to become familiar with the online classes, and the students were not completely satisfied with the quality of these online learning classes. There is a need for teacher and school management to take measures to avoid student inconveniences in organizing digital and distance teaching and learning seamlessly.

Keywords: Pandemic. Covid-19. Online. Digital learning. Distance learning.

Resumo: Este estudo examina a importância e os desafios entre os alunos de educação física em relação ao ensino digital e à distância. Uma técnica de pesquisa online foi adotada para conduzir este estudo nas escolas do distrito de Aligarh com um número de 464 participantes. A faixa etária variou de 15 a 19 anos para todos os participantes. Todos os alunos que participaram desta pesquisa estavam frequentando aulas online durante o surto COVID-19. Questionários online semiestruturados desenvolvidos com o Formulários Google. Um questionário auto-elaborado foi usado para coletar os dados. As perguntas são baseadas em uma escala Likert de cinco pontos de Concordo Totalmente a Discordo Totalmente. A pesquisa foi divulgada na plataforma de mídia social entre os alunos. Os alunos dão seu consentimento e fornecem respostas adequadas a cada pergunta. O tempo médio gasto por um aluno foi de 4 a 5 minutos para concluir a pesquisa. Os resultados demonstram que os alunos de educação física não estão aceitando voluntariamente as aulas online durante o período de bloqueio, os alunos estão frequentando as aulas

online pela primeira vez na vida, muitos alunos não conseguiram pagar as aulas online, os alunos passaram por estresse devido ao COVID 19 pandemia, e eles acham que o aprendizado online é um fardo adicional para eles, a instituição não oferece nenhum treinamento técnico para o aluno se familiarizar com as aulas online e os alunos não estão completamente satisfeitos com a qualidade dessas aulas de aprendizado online . É necessário que o professor e a direção da escola tomem medidas para evitar os incômodos dos alunos na organização do ensino e da aprendizagem digital e à distância de forma integrada.

Palavras-chave: Pandemic. Covid-19. Online. Digital learning. Distance learning.

1. Introduction

India is a country where a traditional learning method is mostly adopted in the educational institution. Face to face learning takes place in the classroom as a traditional setup. Sudden dissemination of COVID-19 pandemic, World health organization (WHO) declared a public health emergency of international concern (World Health Organization, WHO). India observed a 14-hour voluntary public curfew on 22 March., The Mr. prime minister of India ordered a nationwide lockdown for 21 days on 24th March, which effected entire 1.3 billion population of India (Withnall, 2020 and Modi, 2020). As the effect to the COVID-19, across the country, all educational institutions were closed in an attempt to restrict the spread of COVID-19 pandemic. More than 14 crore secondary students have been affected by various restrictions and nationwide lockdown (UNESCO, 2020).

The COVID-19 situation is challenging the education system across India and forcing students and teachers to switch to digital and distance teaching and learning overnight. The use of digital content in education worldwide was relatively uncommon prior the crisis started. The COVID-19 pandemic crisis has seen a substantial increase in digital and distance teaching and learning by the students and teachers (Education during COVID-19, 2020). The teachers have completely transformed their pedagogical approach to deal with present conditions and adapt to the new changing situation. There is a need for academic institutions to improve their curriculum and the use of new instructional methods and strategies should be utmost significance (Toquero, 2020).

To adequately switch to digital and distance teaching and learning, three essential requirements to be met: access to internet facility, the appropriate technology, and the technology use skill. The country has been adapting to the new-age learning, but there still lies an obstacle in achieving entire success as only 45 Million people of our total population of the country have access to internet facilities. The people living in rural areas are still very much

deprived of technologies and therefore hampering the causes of online education (Jena, 2020). COVID-19 has created many challenges and opportunities for educational institutes to strengthen their technical knowledge and infrastructure (Jena, 2020). This lockdown has given them a ray of hope for teachers and students to continue their academic activities through digital and distance mode. Teachers delivered their lectures through live conferencing using different applications like google meet, Microsoft team, Zoom, Skype, YouTube, etc. There have been Telegram and WhatsApp groups created for effective communication, sharing study materials and stay in touch to solve any difficulty.

Only a few research investigations have explored the opportunities and challenges associated with digital and distance learning (Song et al, 2004). Researchers were tried to explore the advantages and challenges of recent digital and distance teaching and learning initiatives from the perspectives of various stakeholders. There is a lack of investigation to analysis the challenges and opportunities regarding gender during the COVID-19 pandemic crisis conditions. Thus, this study measures the associated factors that are related to the challenges and opportunities among students as an adaptation of digital and distance learning.

2. Methodology

Sample: The primary purpose of this research study was to find out the significance and challenges of senior secondary physical education students towards compulsory digital and distance learning during COVID-19 outbreak. The sample of the study included 464 total participants. The age range was 15- 19 years. There were 218 female and 246 male participants. All the students who participated in this survey study were currently attending online classes during COVID-19 outbreak.

Survey: An online survey technique was used for data collection from the Aligarh District of Uttar Pradesh. Semi-structured online questionnaires developed with Google forms. These questionnaires divided into two parts, first part consist basic information of participants and the second part consists self-developed questionnaire regarding the significance and challenges faced by the students as the result of digital and distance learning during the COVID-19 outbreak. This questionnaire subdivided into three parts as significance and challenges faced by students

about the mode of instructions, teachers, and school management. These questions are based upon the five-points Likert scale from strongly agree to strongly disagree.

Procedure: The link of the semi-structured online questionnaire with Google form was circulated among physical education student's through the social media platform (WhatsApp, Telegram, email, mobile text, etc.). Students were encouraged to publicize the survey to as many students as possible. Upon receiving and clicking the link, the students directed towards the study's information and informed consent. As students have given their consent, they were directed to provide their basic information. After that, a set of questions related to the significance and challenge towards digital and distance learning appeared sequentially. Students should provide their appropriate responses to every question. Those students who do not have internet facility could not participate in this survey. The average time taken by a student was 4-5 minutes to complete the survey.

Statistical Analysis: The data extracted from the Google form and imported to MS Excel for analyses. Cross tabulation has been done for the analysis of data. The percentile was calculated for all items.

3. Results

A sample of 464 physical education students joined this study. Table 1 shows the response rate (percentage) information of the items asked in the survey as significance and challenges faced by students regarding digital and distance learning.

Table 1. Significance and challenges faced by students regarding digital and distance learning.

Sr. No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Voluntarily accept online classes	7.76	9.48	29.74	36.21	16.81
2.	Experiencing first time online classes	24.14	28.45	22.84	10.78	13.79
3.	Financially stable to adopt online classes	18.97	4.31	31.47	31.90	13.36
4.	Online teaching methods are helpful for me	18.10	26.72	26.72	17.24	11.21
5.	Online learning mode puts a burden during this stressful time	19.83	35.77	15.09	9.91	19.40

6.	This online learning mode derail my future	17.24	16.81	27.15	27.59	11.21
7.	The result (grades) will be better with online mode	28.45	19.83	37.93	9.91	3.88
8.	Teachers can deliver the online lecture	15.95	18.97	22.41	28.45	14.22
9.	My teachers provide opportunities to ask questions and defend answers.	13.79	10.78	21.55	31.47	22.41
10.	Institution provide necessary training to get familiar with online learning.	0.00	12.07	38.36	32.33	17.24
11.	Institution sufficiently prepared their instructors to teach online mode.	9.48	7.76	24.57	34.91	23.28
12.	There is online helpdesk or support service for answering the queries of students and parents.	9.91	4.31	24.14	32.76	28.88
13.	Overall, I am satisfied with the quality of this online learning classes	11.64	10.34	13.79	32.33	31.90

As shown in table1, the male students were predominant upon the female students. The first point showed that most of the student's voluntarily not accept the online classes during the lockdown period. The second point showed that all most all students attend online classes the first time in their life. The third row showed that most of the students were not able to afford online classes due to poor internet connectivity or lack of smartphones. The fourth point showed that many students provide a positive response to online teaching methods is helpful for them. The fifth point showed that students were stressed due to the COVID-19 pandemic and feel online learning is the extra burden on them. The sixth point showed that most students cannot decide their opinion in regard to online learning effects on their future. Point seven showed that students are grateful for online classes for their better grades. Point number eight showed that students were agreed with the delivered content by the teachers. Point number nine showed that during online classes students were not able to clear their doubts because there were fewer chances of interaction with teacher. Point number ten showed that the institution does not provide any technical training or workshop to the student to get familiar with the online classes. Point number eleven indicated that institutions did not sufficiently prepared teachers on how to

deal with online teaching pedagogies. Twelve points indicated that institutions do not provide any helpdesk or support service to answer the queries of parents and students. The last point of the survey showed that students were not satisfied with the quality of these online learning classes.

4. Discussion

Nowadays, students and teachers across India are adapting to the 'new normal' by learning from digital and distance mode. During digital and distance learning, students feel that a lack of community, technical problems, and difficulties in understanding educational objectives are the main barriers to online learning (Song et al, 2004). In a study, it was found that students are not sufficiently prepared to balance their work, family, and social life with their study in an online learning environment. As a result, they suffer from stress. It was also found that students are not well prepared for many of the e-learning and academic competencies. We cannot judge whether a new education system would emerge with online classes, or a short-term preparation for online learning would lead to poor performance and suggest a return to traditional methods. Also, there is low level willingness among students regarding the use of digital and distance learning (Parkes et al, 2014). Online programs should be designed in such a way that they are creative, interactive, relevant, student-centered, and group-based (Partlow and Gibbs, 2003). Educators must spend a lot of time devising effective strategies for giving instruction over the Internet. Effective online instruction makes it easy to get feedback from learners, get learners to ask questions, and broaden the learner's horizon for course content (Keeton, 2004). Online learning cannot achieve the desired results in rural areas, where many students do not have access to internet facilities and expensive laptops or smartphones. Institutions should focus on pedagogical issues and emphasize cooperative learning, case learning, and project-based learning through online instruction (Kim and Bonk, 2006). For those with access to appropriate technology, there is evidence that digital and distance learning can be more effective in a number of ways.

5. Conclusion

The study identified several impacts of digital and distance learning on physical education students. Many physical education students have faced the importance and challenges of the online classes associated with COVID-19 pandemic. Teachers and school administration are needed to take measures to avoid inconveniences of students in conducting digital and distance teaching and learning seamlessly. As the situation continues and more data on the topic need to be collected and researcher come forward to undertake a comprehensive analysis the impact of pandemic on digital and distance education process.

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