



CHALLENGES OF TEACHING PHYSICAL EDUCATION THROUGH ONLINE RESOURCES DURING COVID-19 ERA

Issa Yaqub Ajeigbe Ph.D

Email: issa.ajeigbe@kwasu.edu.ng

Phone No: +2347037113203

Department of Human Kinetics and Health Education,
Faculty of Education,
Kwara State University, Malete, Nigeria

Abstract

The emergence of corona virus (covid-19) has presented unprecedented challenges for teacher education around the world. In particular, physical education teacher may well suffer the most in the transition from the well-established face-to-face instruction to virtual (online) approach. Many schools and school districts are faced with the challenge of finding the best approaches to deliver distance education including physical education. This informed the researcher to investigate the challenges of teaching physical education. The study adopted a descriptive survey research design. The population for the study comprised all the 25 lecturers in the state tertiary institutions in Kwara State, all the lecturers were used as sample for the study. Two research questions were formulated to guide the study and open ended questionnaire designed in a Yes or No format was used to gather data from the respondents while frequency counts, percentage mean scores were used to analyze the data generated. Finding revealed that majority of the lecturers are making use of online resources to deliver their learning instructions against the traditional method of face-to-face contact with the students. It was also revealed that the online approach is faced with many challenges which hindered its effective use for delivering learning instructions. It was concluded that Covid-19 has led to the implementation of protocols that has changed how teachers teach and communicate with their students and that despite the series of challenges faced by teachers using online teaching efforts were made by teachers to be innovative and technology base literate and that parents were educated to be supportive to their children and wards so that teaching and learning can continue despite the pandemic. Among the recommendations suggested include: The government should increase the funding of education by equipping the schools with technology-based resources to enhance online teaching process among others.

Keywords: Challenges of Teaching P.E, Online resources, Covid-19 Era.

Introduction

Physical education (PE) has been traditionally considered as a practical and hands-on subject in schools, where close proximity and physical contact is common. Significantly, the delivery of physical education has changed because of covid-19

pandemic that ravaged the world. The emergence of covid-19 has caused innumerable changes in the educational arena (Sa` & Serpa, 2020). The pandemic has led to the implementation of protocols that has changed how teachers teach and communicate with students. There is likely to be very limited opportunity to participate in physical education programs during the period, with most people forced to stay at home or adopt isolation protocols to prevent transmission of the virus. It is thus recommended that people should stay active by exercising at home. This situation makes it necessary to rethink education and particularly, physical education (Gonzalez-Calvo et al. 2020).

Physical education (PE) is practiced in particular places and at specific times (Kirk, 2010), and therefore, the emergence of Covid-19 has represented a need to access and analyze the changes of P.E and adopt a current virtual method such as internet, audio and video tape, interactive T.V, electronic board and e-library. (Olaniyi, 2016). The Covid-19 pandemic has presented unprecedented challenges for teacher education around the world. In particular, physical education, teacher education (PETE) may well suffer the most in the transition from the well established face-to-face instruction and environments to virtual (online) ones. Many schools and school districts are faced with the challenge of finding the best approaches to deliver distance education including physical education (PE). While instruction for basic subjects can be adapted for distance learning, less is known about P.E given the space requirements for traditional lessons.

Additionally, social distancing and sheltering at home have decrease opportunities for physical activity. Experts continue to emphasize the importance of a physically active lifestyle for health and stress management, assuming appropriate precautions (WHO, 2020). However, the global community has adapted rapidly by creating online content tailored to different people, from free tutorials on social media, to stretching, meditation, yoga and dance classes in which the whole family can participate. Educational institutions are providing online learning resources for students to follow at home. Many fitness centres are offering reduced rate subscriptions to Apps and online video and audio classes of varying lengths that change daily. There are countless live fitness demonstrations available on social media platforms. Many of these classes do not require special equipment and some feature everyday household objects instead of weights. Such online offerings can serve to increase access to instructors or classes that would otherwise be inaccessible (The Conversation, 2020).

Due to the Covid-19 outbreak, many countries around the world made several attempts to ensure the continuity of learning by using distance learning tools. The infrastructure and facilities of all institutions (primary, secondary, and tertiary) were organized to prevent the epidemic, to minimize the learning losses while the epidemic continues, and to ensure the continuity of learning.

During the Covid-19 physical education practices in some European countries, United States as well as other countries of the world Nigeria inclusive ended and was replaced with online classes with live streaming recorded videos, tasks for students, projects or just links to follow. In Hungary, weekly “movement diaries” was the most common method to motivate students for physical education. In Italy, teachers were invited to teach via online and distance learning methods and others (Bijen & Ferman, 2020).

America Society of Health and Physical Educators supported physical education teachers organizing online materials, video lessons with practical and theoretical contents, webinars about the most popular sport applications and how to teach physical education. In addition, online questionnaires were launched on social media about how to organize the next school year as well as a physical education campaign. Those resources were free and available for all physical education teachers in Italy (European Physical Education Association, 2020).

Consequently, despite the series of measures taken to ensure continuity of our education across the globe, it is marred in Nigeria with series of challenges. Some of the challenges to teaching physical education subjects during Covid-19 include the level of digital learning in Nigeria which is low partly to resistance to change from traditional or analog pedagogical methods to more innovative and technology-based teaching and learning method as well as erratic power supply in our country. Also, most students live in remote environments where they do not have access to the online learning facilities. That is, there are inadequate ICT infrastructure, Inadequate enterprise to handle ICT infrastructure to deliver instruction to students, poor funding of our educational institutions, no additional budget for teachers to move their classes online and many schools are not prepared for online classes and in this case, the burden is placed on the teacher to adapt themselves and their students to a new way of learning (Plitnichenko, 2020). Many families have experienced challenges in accessing technologies, and numerous parents have experienced difficulties in terms of their abilities and availability to support their children in their learning and in the use of technologies. Parents are complaining of lack of money to subscribe data for their children or wards to participate in online classes as well as students' attitude of preferring to use the subscribed data to download and watch films. Also, poor internet supply from the internet providers.

Purpose of this study are:

- i. To examine the teaching of P.E. during Covid-19
- ii. To determine the resources educators are utilizing to deliver P.E. curriculum during Covid-19
- iii. Understand the challenges experienced by physical educators during Covid-19 pandemic.

Research Questions

Two research questions were formulated to guide this study which includes:

1. What are the resources physical educators are utilizing to deliver P.E instructions during Covid-19 Era.
2. What are the challenges experienced by physical educators lecturers using online resources to deliver P.E instructions during Covid-19 pandemic.

Methodology

The study adopted a descriptive survey research design because it examined the challenges of teaching physical education using online resources during Covid-19 era. The

population for the study comprised the physical education lecturers in Government institutions in Kwara State totaling 25. All the entire lecturers were used for the study hence there were no sample. Close ended questionnaire of Yes or No format that was validated by experts and tested for reliability with 0.71 index was used to elicit information from the respondents; frequency counts and percentage were used to answer the two research questions formulated for the study.

Research Question one: What are the resources physical education lecturers are utilizing to deliver P.E instructions during Covid-19 era.

Table 1: Showing the resources physical educators are utilizing to deliver P.E instruction

SN	Resource utilized to deliver P.E instructions	Yes%	No%
1	Online class with live streaming recorded video	21(84%)	4(16%)
2	Distance learning materials e.g. WhatsApp message and video calls	18(72%)	7(28%)
3	Task for students online	20(80%)	5(20%)
4	Webinar about most popular sports application	25(100%)	-
5	Online Questionnaire on social media	17(68%)	8(32%)
6	Project or link to follow	9(36%)	16(74%)
7	Zoom with I.D no and password to join organized lesson or Workshop to learners	21(88%)	3(12%)
8	Video conferencing	19(76%)	6(24%)
9	Google classroom	25(100%)	-
10	Face-to-face contact with the students	-	25(100%)

Table one showed the resources physical education lecturers are utilizing to deliver P.E instructions during Covid-19 era. 21 lecturers representing (84%) said they use online with live streaming recorded video to deliver their instructions and four (16%) said they don't use it, 18 (72%) said they are using distance learning materials e.g. WhatsApp message and video calls while seven (28%) don't use it, 20 (80%) used task for students online while five (20%) did not use it, all the 25 lecturers (100%) subscribed to the use of Webinar about most popular sports application to deliver their instruction, 17 (68%) are using online questionnaire on social media to pass instructions to learners, while eight (32%) did not subscribe to its usage, only nine (36%) lecturers use project or link to follow by students to receive learning instructions while 16 (74%) did not use it, 21 (84%) subscribed to the use of zoom with I.D number and password to join organized lesson or workshop to learners while four (16%) did not use it, 19 (76%) lecturers subscribed to the use of video conferencing while six (24%) did not, all the 25 lecturers (100%) are using Google classroom and finally, no lecturer uses face to face contact with the students. The

results however shows that majority of the lecturers are making use of online resources to deliver their learning instructions against the use of Face-to-face contact with the students.

Research Question two: What are the challenges experienced by physical education lecturers using online resources to deliver P.E instructions during Covid-19 pandemic?

Table 2: Showing the challenges experienced by P.E lecturers using online resources to deliver P.E instructions

SN	Challenges experienced by lecturers using online resources during Covid-19 pandemic	Yes (%)	No (%)
1	Inadequate ICT infrastructures	20(80%)	5(20%)
2	Inadequate expertise to handle ICT infrastructures to deliver P.E Instructions	17(68%)	8(32%)
3	Resistance to change from analog pedagogical method to more technology based teaching method	19(76%)	6(24%)
4	Erratic power supply in the country	25(100%)	--
5	Poor funding of our educational institutions resulting in lack of internet facility, no access to computer among others	23(92%)	2(8%)
6	No additional budget for teachers to move their class online	16(64%)	9(34%)
7	Poor internet supply from the internet providers	21(84%)	4(16%)
8	Parental attitude of complaining of lack of money to provide for their children or wards	22(88%)	3(12%)
9	Poor attitude of students by preferring to use the subscribed data to download and watch films	24(96%)	1(4%)
10	Considerable number of students live in the remote environment without access to internet and electricity	23(92%)	2(8%)

Table two revealed the response of the respondents on the challenges experienced by P.E teachers using online resources to deliver P.E instructions to learners during Covid-19 pandemic. 20 (80%) lecturers stated inadequate ICT infrastructures are some of the challenges experienced by lecturers and five (20%) said no, 17 (68%) said inadequate expertise to handle ICT infrastructures to deliver P.E instructions while eight (32%) did not concur, 19 (76%) stated that resistance to change from analog pedagogical method to more technology based teaching is a challenge while six (34%) said no, all the 25 (100%) lecturers mentioned erratic supply as a major challenge, 23 (92%) mentioned poor funding of institutions resulting in lack of computers and internet supply as a challenge, while three said no, 16 (64%) said no additional budgets for teachers to move their online classes serves as a challenge and nine (34%) did not concur, 21 (84%) lecturers said poor internet supply from the internet providers is a challenge while four (16%) said no, 22 (88%) mentioned parental attitude of complaining of no money to subscribe for their children or wards is a great challenge while three (12%) said no, 24 (96%) lecturers mentioned

students poor attitude of preferring to use the subscribed data to download and watch films is a challenge but one (4%) lecturer did not concur and finally, 23 (92%) said considerable number of students lives in remote environments where access to internet and electricity is a problem while two (8%) said no. The results therefore revealed that majority of the lecturers supported that the aforementioned challenges hindered online teaching during Covid-19 pandemic.

Discussion of findings

The finding of research question one reveals that majority of the lecturers are making use of online resources to deliver their learning instructions against the use of face-to face contact with the students during Covid-19 pandemic. The decision of lecturers to use online approach is in line with Olaniyi (2016) who affirmed that the emergence of Covid-19 has presented a need to access and analyze the changes of P.E and adopt a current virtual methods of disseminating instruction such as internet, audio and video tape, interactive T.V., electronic board and e-library. In addition, the Conservation (2020) also stated that using online offerings to pass instructions to learners can serve to increase access to instructors or classes that would otherwise be inaccessible. He reiterated further to say that many countries around the world made several attempts to ensure the continuity of learning tools and were organized to prevent the epidemic, to minimize the learning losses while the epidemic continues, and to ensure the continuity of learning.

Bijen and Ferman (2020) revealed that during Covid-19 physical education practices in some European countries, USA as well as other countries of the world Nigeria inclusive replaced face-to-face contact approach with the students to online classes with live streaming recorded videos, tasks for students, projects or just links to follow. In Italy teachers were invited to teach via online and distance learning methods and others.

The results of research question two showed that despite the series of measures taken to ensure continuity of our education across the globe it was marred in Nigeria with series of challenges which hindered online teaching during Covid-19 pandemic. The finding is in line with the submission of Plitnichenko (2020) who revealed that the level of digital learning in Nigeria is low partly to resistance to change from traditional or analog pedagogical method, as well as erratic power supply in our country Nigeria. Also most students live in remote environments where they do not have access to online learning facility, that is, there are inadequate ICT infrastructure, inadequate enterprise to handle ICT infrastructure to deliver instructions to students, poor funding of our educational institutions, no additional budget for teachers to move their classes online and many schools are not prepared for online classes and in this case, the burden is placed on the teacher to adapt themselves and their students to a new way of learning.

The author further revealed that many families have experienced challenges in accessing technologies, and numerous parents have experienced difficulties in terms of their abilities and availability to support their children in their learning and in the use of technologies. Parents are complaining of lack of money to subscribe data for their children or wards to participate in online classes as well as students' attitude of preferring to use

the subscribed data to download and watch films and poor internet supply from the internet providers.

Conclusion

It was concluded that the Covid-19 pandemic has led to the implementation of protocols that has changed how teachers teach and communicate with their students and the paradigm of passing learning instructions to learners has shifted from the traditional or analog pedagogical method to a more innovative or technology based methods through series of online approaches.

It was also concluded that despite every effort to continue our educational system in the face of the pandemic through online approach it was marred with series of challenges ranging from poor internet supply from the internet providers, erratic power supply, parents and learners attitudes, poor funding of our schools among others, efforts must be made by teachers to be innovative and technology based literate so that they will be 21st century teachers' that will compete favorably with others across the globe.

Recommendations

The following recommendations were suggested based on the findings of the study

1. The teachers must be trained on the innovative or technology-based teaching methods so that they will be become 21st century teachers that will be able to impart knowledge to learners through online approach in the midst of the global pandemic in order to enhance continuity of our educational system.
2. The Government at all levels as well as school proprietors should equip the schools with the needed online resources such as computers and internet service, distance learning approach, e-library, electronic or smart board as well as interactive T.V. among others to enhance effective online teaching and learning process.
3. Efforts should be put in place to educate parents to support their children and wards through regular data subscriptions, provision of android phone or laptop so that they will be able to take part in online learning.
4. Learners should also have positive attitude towards online teaching and learning process so that the data subscribed for them will be used for the purpose of learning.

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