

INFLUENCE OF VIRTUAL LEARNING ON HUMAN KINETICS EDUCATION STUDENTS' ACADEMIC ACHIEVEMENT IN POST COVID-19 ERA IN KWARA STATE UNIVERSITY, MALETE

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Abstract

The study employs the descriptive survey research design. The researchers examined the influence of virtual learning on Human Kinetics Education Students' Academic Achievement in Post Covid-19 Era in Kwara State University, Malete. Populations for the study are 105 which comprised the whole human kinetics students of 2020/2021 academic session. Research questionnaire designed in a modified four points liker's rating scale was used to collect data from the respondents. This was validated by two experts in the department of Human Kinetics and Health Education Department, Kwara State University and then tested for reliability, Pearson Product Moment Correlation Coefficient (PPMC) was used for the significant relationship the reliability coefficient is 0.83. Inferential statistic of T-test was used to test the null hypotheses formulated at 0.05 level of significance. The findings revealed that there exists significant difference between male and female respondents on the influence of virtual learning on KWASU Human Kinetics Students' Academic Achievement. It also revealed that there exists significant difference between male and female respondent on the influence of physical learning of KWASU Human Kinetics Students' Academic Achievement. Among the recommendations made, are: Male and female students should undergo a counseling session so as to diagnose their level of challenges encountered either on virtual learning or physical learning.

Introduction

The current context under the threat of the pandemic as a result of COVID-19 is causing a series of transformations different spheres of social, political, labour, and economic level. Governments have launched emergency policy initiatives based on the suspension of classes and the closure of educational centers to continue teaching activities from homes telematically through the use of information and communication technologies to be able to stop the number of infections (Zhang; Wang; Yang & Wang, 2020).

Online education has traditionally been viewed as an alternative pathway, one that is particularly well suited to Human Kinetics learners seeking higher education opportunities. However, the emergence of the COVID-19 pandemic has required educators and students across all levels of education to adapt quickly to virtual courses. The term ‘emergency remote teaching’ was coined in the early stages of the pandemic to describe the temporary nature of this transition (Hodges, Moore, Locke, Trust & Bond, 2020).

Virtual classroom has been described by Turoff (2007) as a web-based environment that allows an individual to participate in live training events without traveling to any other place. You can sit in the comfort of your environment and listen to lectures. You can participate in the laboratory exercises, ask questions and effectively interact with the teacher as if the action is taking place in a conventional classroom but it is done with the convenience of technological gadgets as desktop that have internet and phone connection. The internet on the other hand provides such advantages and new ways of communicating, interacting and assessing information for both teachers and students.

The modern system of using internet in teaching and learning is receiving great attention all over the world. The use is phasing out the traditional method of teaching which is limited to chalk and talk system of teaching and learning (Olibie, Ezoem & Ekene, 2014). The students are like the raw materials in education production while the teachers are the producing machines. The teachers would send out the materials to the students to learn for character transformation with the necessary instructions to be applied in the process.

In closed areas, especially if the number of students is high, it is obligatory for students to use masks while performing physical activities. This leads to different disease risks (heart attack, inability to breathe due to evaporation in the mask). If it is necessary to use masks in the class, it is important to carry out the lesson with light exercises and to ensure that students rest intermittently. If excessive facial sweating occurs, the masks should be changed. In this context, there will be no need to use masks in schools, especially in outdoor exercises, and the risk of contamination will be reduced. Open spaces are better than confined spaces and are the safest option (Wang, Tang, & Wei, 2020). However, if physical activity is done indoors, the space should be constantly ventilated. Ventilation systems should be used in sports halls, and their maintenance should be done regularly; air conditioning and ventilators should not be used in the halls. To avoid this aforementioned problems and stressed that can arises during face to face interaction that is the reason why the researcher suggest the use of virtual learning as against teaching in the classroom and the following are the merits accruable from the virtual classroom:

- It provides the learners the flexibility of getting the learning experiences at the same time, same place and at same rate of assimilation.
- Virtual classroom can help in good class organization. The operational documents, assignments, class notes and other related information in the internet can be readily categorized for easy accessibility for the teachers and students. The information posted on the internet could be easily revised and updated for more effective teaching and learning.

- Virtual classroom provides the learners with the opportunity of gaining learning experiences 24 hours of every 7 days of the week without tampering with the learners' leisure time.
- The system has the capability of employing the services of most experienced personnel in different areas of need including human kinetics which is not possible in traditional classroom setting.
- Another educational value is the intellectual and social partnership created by the technology of virtual classroom. Students in their use of technological equipments cultivate the habit of leadership role in relation to other students (Husu, 2020). The implication is that the technology used increases group cohesion and mutual support more especially in remote classrooms. Besides, the virtual classroom enables the Human Kinetics students to develop a range of communicative skills that enable them perform creditably in class.
- Cost effectiveness is a great advantage. Virtual classroom saves money, time and transport for students. The students who are motivated could work on their own at their home environment without wasting time and money to travel to school.
- The teacher equally enjoys the teaching because everything is digital and these works in general are sent through e-mail typed. The teacher can easily re-use his materials and can easily get materials elsewhere.
- The system can prove quite advantageous to the students in various ways with regard to its on-line features. It will help in admission, information about the courses and academic activities, assignments and projects, tests and evaluation, grading and results, as well as practical knowledge.

Despite the merits of virtual classrooms as listed above, there are some demerits associated with it. They include the following:

- Flexibility of the system: The flexibility of the system to the learners as they go about their studies with ease and convenience, comforts and adjustment of the space and timings to suit them could be abused. When they are young in age and immature to handle responsibilities to build up their career, they play away their time and fall short of expectation in the long run. Poor quality of organization and the poor quality of study materials with low quality of teaching staff make virtual classroom unacceptable in quality educational pursuit. The staff inefficiency and low productivity will adversely affect the students enrolled in the system which will affect the overall assessment of the virtual classroom.
- Training problem of personnels: In a virtual classroom, professional training is very essential. University professions who are not trained in computer and internet functions should not operate effectively. Consequently, the professors should undergo training because the more conversant they are with the online services, the more efficient the teaching strategy and curriculum would be.

- The virtual classroom is not providing real classroom experiment such as teacher student face-to-face interactions. The warmth of teacher-student relationship is absent in virtual classroom.
- Students at times generate problems for themselves by enrolling on online classes without an e-mail address or account with an internet service. This means that they cannot assess information for virtual classroom consumption. Consequently, they cannot achieve their objectives of effective learning.
- Effective participation in virtual classroom requires 'robust hardware and a broad band internet connection'. Some classrooms or computer labs may not have computers that meet the minimum or recommended specification for optimal use of virtual world (Stacy & Liz, 2008).
- Standard for accessibility is limited. Virtual words do not operate with screen readers which makes the virtually impaired not to benefit from virtual worlds.

Virtual classroom is based on Information and Communication Technology. Tertiary institution should integrate virtual learning effectively into their systems because the world is becoming more technologically inclined. That was why Oye, Lahad, Madar and Rahim (2012) called the new technological trend an e-driven world. This e-driven world has brought unimaginable changes in all aspects of life. Consequently, students should be well equipped through virtual learning to provide them with the necessary experiences for personal growth and development.

In their contribution, Olibie, Ezoem and Ekene (2014) described virtual learning as an enabling process, which depends on learners' awareness. For virtual learning to be achieved, there must be awareness to knowledge and understanding of the meaning, structure and the components of any new technology. When this is done, it will provide the base for effective learning among the students in the universities. In addition, Virtual Learning Environment (VLEs) are defined as computer-based environments that are relatively open systems, allowing interactions and encounters with other participants and providing access to a wide range of resources (Pelet and Lacarte, 2012).

Virtual Learning Programme in the Post COVID-19 Era

Online programs prepared by physical education teachers should reflect a value-oriented approach that includes behaviors such as socialization, interaction/communication, teaming, problem solving and cooperation. Also, not all students in a class are at the same level of ability. Teachers should develop online programs that will enable students to develop their basic skills at their own level. In addition, they can prepare a health and wellness-based model that incorporates World Health Organization (WHO) guidelines.

Virtual learning is a system of delivering learning materials to students via the web or recorded audio and video lectures (Tulbure, 2012). This system includes assessment, students direct participation, student tracking, collaboration and communication tools. Virtual learning environment allows participants to learn or acquire knowledge in a collaborative, co-operative learning activities and interactions. Virtual learning

environment includes a course syllabus, pre-requisites registration, skilful mentor or instructor, and distant learning applications (Fu, 2013). This normally includes materials such as copies of lectures in the form of text, audio/video presentations and the supporting visual presentations (Gurol, Kayisli, Basal, 2010).

Literature found that recently, virtual learning models, teacher-educators, and researchers are using in their classroom (Jena, 2015). Hayes, Allinson, Hudson, and Keasey, (2003), found that online learning improve the achievement of the students and it effects directly the perception. However, (Rahmani, 2012) argued that online co-operative learning is a constructive controversy, it trusts with more effectiveness then constructive controversy for student achievement. Faceto-face and on-line learning has significant effect on student's achievement (Jena, 2015b). Similarly, Johannesen, 2013). found that online collaborative learning activities help to solve problem and develop solving skills. In fact, achievement and emotion affect students' decision for online learning (Koc, 2005) and participation, interaction and academic achievement are highly related with virtual or online learning environment (Dascalu, & Trăuşan-Matu, 2015).

Human kinetics is a discipline that deals with theory and practical, the theoretical aspect are done in the class why the practical one are done perhaps on the field, in the court and etc, but because of this issue of corona pandemic both the theoretical and practical classes could not take place simply because of social distancing, the use of face mask and all protocol of covid-19 must be followed hence this was so difficult for students, then the virtual learning was introduced and the theoretical program as well as practical program were organized online, of course students will be able to look at it and demonstrate what they ask them to do.

Student's achievement has to do with the performance of students after students have been exposed to this virtual learning. Students' achievement is the measurement of the amount of academic content a student learns in a given time frame. Each instruction level has specific standards or goals that educator must teach to their students. Achievement is usually assessed through frequent progress and comprehension checks and examinations; however, there is no consensus on how it is best evaluated or which elements of it are most important.

The COVID-19 pandemic has been witnessing a growing number of online learners with heterogeneous demographic backgrounds in terms of gender a. Several studies have investigated the effect of learners' demographic backgrounds on online learning outcomes (Gašević et al., 2016). Numerous studies have explored the impact of gender (Diep et al., 2016) on online learning outcomes. Educational levels could greatly predict online learning outcomes (Huang & Fang, 2013), while the effect of gender on online learning outcomes is controversial.

Females could achieve higher learning outcomes than males because they were more persistent and committed than males (Richardson & Woodley, 2003). Females had stronger self-regulation than males, which also led to their significantly more positive online learning outcomes than males (Alghamdi et al., 2020). However, no significant gender differences were revealed in leaning outcomes because males were more stable in attitudes, while females performed well in engagement (Nistor, 2013).

This paper explores the influence of Virtual learning on KWASU Human Kinetics Education students' academic achievement in Post Covid-19 Era, the adverse influence it has on their learning, the level of students' preparedness to be part of the online learning and to ascertain areas of improvement as perceived by the students. The problem of this study pose as a question is: How would the virtual learning be structured so as to have great impacts on students' academic performance generally and improvement done in some areas for better students' participation in an online learning? Providing answers to this question is the thrust of this paper.

Research Hypotheses

- Ho1. There is no significant difference between male and female respondent on the influence of vital learning on KWASU human kinetics students academic achievement based on gender
- Ho2. There is no significant difference between male and female respondent on the influence of physical learning on KWASU human kinetics students academic achievement based on gender

Methodology

The research design adopted in this study was a descriptive survey design. This design became necessary because it is used to find out the influence of virtual learning on student academic achievement. The target population for the study is KWASU human kinetics students of 2020/2021 academic session, totaling 105. No sample is selected as the researchers made use of all the 105 students as respondents for the study. The researcher developed a structured questionnaire tagged Virtual learning influence on KWASU Human kinetics Education Students' academic Achievement (VLKHKESAA) to elicit pertinent information from the respondents and the instruments were validated by the two experts in the Department of Human Kinetics and Health Education. Reliability of the instrument was carried out using students from the Department of Early Childhood Education and it yielded a reliability coefficient of 0.83. A section in the questionnaire requested demographic information of the participants. Two research hypotheses were generated for the study and the hypotheses were tested using two sample T-test to determine the influence of gender between the independent and dependent variables in hypothesis one and to bring out the influence in both virtual and normal classroom. All hypotheses were tested at 0.05 level of significant.

Result and Discussion

Table 1: Distribution of Respondents based on Gender

Gender	Frequency	Percentage
Male	60	57.1
Female	45	42.9
Total	105	100.0

Table 1 showed the distribution of the respondents based on gender. Sixty (60) of the respondents representing 57.1% were male while 45 of the respondents representing 42.9% were female. From analysis above, it is evident that the male respondents were found to be more in number than female respondents.

Research Hypothesis one: There is no significant difference between male and female respondent on the influence of virtual learning on KWASU Human Kinetics Students' Academic Achievement

Table 2: summary of t-test analysis showing the difference between male and female respondent on the influence of virtual learning on KWASU Human Kinetics Students' Academic Achievement

Gender	N	Mean	Std. Deviation	T	df	Sig	Remark
Male	60	13.05	3.265	1.439	103	.022	Significant
Female	45	12.20	3.590				

Table 2 shows the difference between male and female respondent on the influence of virtual learning on KWASU human kinetics students' academic achievement ($t = 1.439$, $df = 103$, $p < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant level is less than 0.05. This implies that there is significant difference between male and female respondent on the influence of virtual learning on KWASU human kinetics students' academic achievement

Research Hypothesis Two: There is no significant different between male and female respondent on the influence of physical learning on KWASU Human Kinetics Students' Academic Achievement

Table 3: summary of t-test analysis showing the difference between male and female respondent on the influence of physical learning on KWASU Human Kinetics Students' Academic Achievement

Gender	N	Mean	Std. Deviation	T	df	Sig	Remark
Male	60	13.27	3.404	1.540	103	.031	Significant
Female	45	12.31	2.762				

Table 3 shows the different between male and female respondent on the influence of physical learning on KWASU Human Kinetics Students' Academic Achievement. There is no significant different between male and female respondent on the influence of physical learning on KWASU human kinetics students' academic achievement ($t = 1.540$, $df = 103$, $p < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant level is less than 0.05. This implies that there is significant different between male and female respondent on the influence of physical learning on KWASU Human Kinetics Students' Academic Achievement.

The results of hypothesis one (H_{01}) shows a significant different between male and female respondent on the influence of virtual learning on KWASU Human Kinetics Students' Academic Achievement and this corroborate the submission of Richardson and Woodley, (2003) who affirmed that females could achieve higher learning outcomes than males because they were more persistent and committed than males. Females had stronger self-regulation than males, which also led to their significantly more positive online learning outcomes than males (Alghamdi et al., 2020). However, no significant gender differences were revealed in leaning outcomes because males were more stable in attitudes, while females performed well in engagement (Nistor, 2013). In fact, achievement and emotion affect students' decision for online learning (Koc, 2005)

The results of hypothesis two (H_{02}) shows a significant different between male and female respondents on the influence of physical learning on KWASU human kinetics students' academic achievement, this study is in line with Means et al. (2013), who says disadvantages of online learning exist in learner engagement, academic success, and time-consumption, despite that numerous studies have reported the effectiveness of online learning compared with traditional learning. A large number of teachers still resisted the

use of an online pedagogical approach and believed that online learning could decrease the engagement of students, thus leading to less favorable academic success than traditional face-to-face instruction (Lederman, 2018). Trough the physical learning, excellent teachers could attract students and hold their interest more than through the online approach (Garson, 2008).

Conclusion

It was concluded that there was a significant different between male and female respondents on the influence of virtual learning on KWASU human kinetics students' academic achievement, it was also concluded that there was a significant difference between male and female respondent on the influence of physical learning on KWASU human kinetics students' academic achievement. The following recommendations were suggested based on the findings of study. Both intrinsic and extrinsic motivation must be put in place so as to allow learners to learn more. Male and female should undergo a counseling session so as to diagnose them on the challenges encountered either on virtual learning or physical learning. University management should employ more personnel that are computer oriented.

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