



ORIGINAL ARTICLE

Identifying the Challenges of Physical Education Teachers in Online Class Management

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KEY WORDS

Managing online classes;
Physical education
teachers;
Students

ABSTRACT

The aim of the present study was to identifying the challenges of physical education teachers in Online class management. The current research was fundamental in terms of its purpose and descriptive in terms of its nature and of a qualitative research type. A semi-structured interview method was used to collect data. The research participants were 20 physical education teachers in Sari city, and the sampling continued until reaching theoretical saturation. For data analysis, descriptive statistics and inferential statistics were used by SPSS and Maxqda software. The results of the research indicate that management problems, structural-cultural problems, evaluation and monitoring problems, facilities and equipment problems, and educational problems are among the problems faced by physical education teachers in managing online classes. Also, the results showed that indirect supervision, providing suitable models, electronic content and training, and multimedia training are effective factors in reducing the problems faced by physical education teachers in managing online classes.

Introduction

In December 2019, a new type of human pandemic coronavirus was first identified in the Chinese city of Wuhan, after people developed pneumonia for no apparent reason and existing vaccines and treatments were ineffective. As the number of victims of the corona virus crossed the 1000 mark, the World Health Organization chose the official name of the disease, COVID-19, which refers to the disease virus and the year 2019 (World Health Organization, 2020). The high growth of E-learning systems in the last years and the sudden shift from classroom to online education especially during the COVID-19 pandemic made this system gain extraordinary attention and thus motivated the research to study the main challenges that negatively affect E-learning systems continuity and stability (Almaiah *et al.*, 2020, Zaguia *et al.*, 2021). The fear of being exposed to this disease made

people's lifestyle change to a great extent. This shows how the specific and rapid spread of a virus as a biological and epidemiological issue can become a social, economic and political issue (Nowrozi Seyed Hosseini, 2019). In many countries, including our country, face-to-face training in schools and universities was closed to reduce the spread of the corona virus (Viner *et al.*, 2020). Since the beginning of the closure of schools and Universities to help eliminate this disease, the concern of developing and implementing educational programs to continue education at home and under home quarantine conditions has become the biggest challenge of the educational systems, both education and higher education. In such a way that international institutions and organizations, such as the World Health Organization and UNICEF, were forced to work hard

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to develop curricula and educational guidelines for these conditions (Salimi and Fardin, 2019). In this regard, various solutions were presented and the face-to-face categories have changed to online categories. For example, in the field of education, education was provided through television in cooperation with Education Network, and its main goal was to observe educational justice. Although successful experiences were gained in this field, due to the variety of educational levels and subjects, it was practically not possible to provide all courses in the form of television education, which is one of the most important problems of this type of education, one-sidedness and lack of interaction between the student and the teacher. To solve this problem, software was designed in the context of the social network called the student social network (Shad) and the trainings were provided in it. Although this network also had limitations and problems and was far from the ideals of virtual education, but gradually its problems were solved and it was able to attract relative satisfaction (Ghafouri Fard, 2019). In the field of university education, the spread of the corona virus caused problems. Since the most important and central mission and institutional value of universities is primarily the improvement of learning and teaching, and the United Nations Scientific and Cultural Organization (UNESCO) considers their three main missions to be knowledge production, knowledge transfer, and knowledge dissemination. that each of these functions and missions is of special importance and neglecting each of them may lead to harmful and irreparable conditions for the society, higher education centers and universities in order to achieve these missions and improve the quality of students' learning in the conditions Due to the spread of the Corona disease, they have removed their education from the traditional mode and mainly provide it on the Internet and in virtual space and in electronic form (Rezaei, 2019).

The term e-learning (electronic learning) training was invented by Cross for the first time and it refers to the

types of training that used Internet technologies for learning (quoted by Atsek, 2016). This type of learning is used to facilitate the learning process and become independent of time and place, which is exactly in accordance with the current conditions of the existence of the Corona disease. The E-learning system is among the most significant technological part of learning administrations, commonly offers modern, varied, and great services to different groups of the most important stakeholders such as students, instructors, and administrative staff, which makes it an effective system. (Elneel *et al*, 2023). Along with these advantages, this type of training also has weaknesses. For example, the success of teaching in this method depends on the ability of learners to use computers. On the other hand, not all learners have access to a suitable computer and the Internet, and even if they do, the low speed and high costs of the Internet can cause problems for users. Another problem and disadvantage of this type of educational system is not using it for practical courses; Because practical lessons cannot be taught well with virtual systems (Rezaei, 2019). In the meantime, one of the lessons that is held in a practical way and its holding through virtual and electronic education faces problems, is physical training. This course, which is in line with other curriculum courses, is an integral part of the official education system of the country and is a fundamental and effective factor in personal, social, cultural, educational and economic development and an essential tool for the growth and development of students. The principle of performing physical movements is related to sports, but due to the conditions that have arisen from sports venues and gyms, it has moved towards virtual space and electronic education (Hamidi and Najafi Joybari, 2019). As a result of this, students' physical activities have decreased, and due to the conditions of quarantine and staying at home, their sleeping patterns and diets have been messed up, making them prone to weight gain and decreased health (Brooks *et al.*, 2020). On the other hand, due to the long period of

quarantine, the fear of contracting the corona disease, the lack of communication with classmates and friends, many psychological effects such as anxiety, depression, etc. may occur for students (Wang *et al.*, 2020). In the meantime, the role of holding basic physical education classes to get out of these conditions and reduce the harmful effects of inactivity, especially for students, becomes much more prominent. In order to hold physical education classes effectively, it is necessary to observe the principles, so that both the students can learn the skills correctly and the teachers can do the correct evaluation. In this regard, Yu and J (2021) conducted a study titled *Analysis of Online Classes in Physical Education during the COVID-19 Pandemic* and reported that the use of team projects was not practical and students were simply submitting their assignments and there was no enthusiasm in them. They concluded that in order to successfully implement the effectiveness of online physical education practice classes, timely feedback should be used, technical errors should be reduced, and learners should be continuously motivated. O'Brien *et al.* (2020) reported in a research titled "Implicit Concepts for Virtual Education of Physical Education in the Period of the COVID -19 Pandemic, for better learning of physical education, students should use educational aids along with physical contact, get feedback and guidance from the instructor, create content with attention To use the facilities of universities and to use new and attractive methods for students. Hamidi and Najafi Joybari (2019) in their research entitled the development model of educational sports in education during health crises: a case study of the COVID -19 epidemic, reported seven major categories including re-assessment of needs, formulation of strategies, two-way communication, modification of educational processes, Operational plans, the use of global models and factors affecting development as indicators of the development model of educational sports in times of health crises. Vahadani *et al.* (2019) conducted a

research titled designing a pedagogical model to implement the goals of physical education curriculum in schools during the outbreak of COVID -19, and the results showed that goals, learner characteristics, communication platforms, and the learning environment play a role as four constant and influential factors. On the other hand, teacher elements, content, teaching methods, educational materials, family and evaluation as available and flexible factors play a decisive role in students' learning. Since in the course of physical education, attention should be paid to the general goals of the growth and development of intellectual-cognitive powers, the growth and development of physical-muscular powers, the growth and development of moral and spiritual aspects, especially for students at different age levels, therefore it is necessary for the conditions Especially during the Corona pandemic, he thought of measures and provided solutions for their education, especially in the form of virtual education. The prerequisite for providing these solutions is to conduct a research in this field. Therefore, this research seeks to answer the question, what are the challenges of physical education teachers in managing online classes?

Materials and Methods

The current research is fundamental in terms of its purpose and descriptive in terms of its nature and of a qualitative research type. The statistical population of this research included physical education teachers in Sari city in 1401. In this research, to collect data, the interview continued until reaching saturation, and finally 20 people were interviewed. In this research, the field method (semi-structured interview) was used. The tool used in phenomenological research is open semi-structured interview. The interviews were conducted according to the time and patience of the participant, the information obtained and the willingness of the participants in one session of 30-45 minutes and according to the conditions and patience of the participant. In order to analyze data related to

qualitative data (interview), Maxqda software was used.

Results

In the present study, first, all factors extracted from 20 interview files were considered as codes. Then, considering the concept of each of the codes, they are categorized in a similar concept. In the current research, in the qualitative part, it seeks to answer two questions. These questions are:

1. What are the problems facing physical education teachers in managing online classes?

2. What factors are effective in reducing the existing problems of physical education teachers in managing online classes?

First question: What are the problems faced by physical education teachers in managing online classes? In this section, the problems faced by physical education teachers in managing online classes have been investigated and 5 main categories have been extracted for it and each of them it has assigned a number of codes. Table 1 shows this breakdown.

Table 1. Problems in the way of physical education teachers in managing online classes.

Selective encoding	Axial coding	Open coding	Frequency
Problems on the way of physical education teachers in managing online classes	Management problems	Student's failure to attend class on time	4
		Lack of parental control over students' attendance in classes	1
		Lack of control of students by teachers in the classroom	3
	Structural-cultural problems	Teachers' lack of knowledge about advanced systems for virtual education	3
		Lack of proper structure to implement online training	5
	Assessment and monitoring problems	Lack of educational hours compiled in online classes	2
		Lack of proper recognition of the student physically, behaviorally and morally	4
	Facilities and equipment problems	Low purchasing power of students to buy smart ears	6
		The low quality and speed of the Internet and programs such as Shad and...	8
		Absence of a specified software between teacher and student	7
		Not having enough space and sports facilities for students at home	8
		Failure to observe sports science such as proper warming up etc. at home	1
		Lack of motivation due to lack of collective enthusiasm at home	5
	Educational problems	Non-implementation of practical exercises of physical education lessons in virtual space	15
		Students not taking teaching in virtual space seriously	3
		The impossibility of questions and answers during teaching	4
		Answers to teachers' questions from the student's parents instead of the student	3
		Lack of proper initial training to implement online training for teachers	2
		Lack of proper initial training to implement online education for students	3
		Lack of proper initial training to implement online training for parents	3
		Lack of proper evaluation of students' academic progress	2
		Decreased motivation among students	5
		Total frequency of extracted codes	97

Based on the results of Table 1, among the 20 interviewees, to examine the problems faced by physical education teachers in managing online

classes, 5 main categories were management problems, structural-cultural problems, assessment and monitoring problems, facilities and equipment

problems, And educational problems have been extracted, the number of sub-categories is 22 in total. The second question: What factors affect the reduction of problems faced by physical education teachers in managing online classes? In this section,

the effective factors in reducing the problems faced by physical education teachers in managing online classes have been investigated, and the frequency distribution of its dimensions is presented in Table 2.

Table 2. Factors effective in reducing the problems faced by physical education teachers in managing online classes.

Selective encoding	Axial coding	Open coding	Frequency
Effective factors in reducing the problems faced by physical education teachers in managing online classes	Indirect supervision	Creating a happy and diverse environment by officials	6
		Emphasis on doing practical work at home every week and sending it to the teacher	3
		Attendance of students in online class on time	2
	Provide appropriate patterns	Increasing efforts and perseverance in education by teachers	7
		Cooperation and empathy of officials and parents of students	7
		Implementing an effective program in the family environment and their cooperation	2
		Cultivation suitable for the implementation of online education	11
	Education and electronic content	Compilation of modern educational packages for students	6
		Solving software and hardware problems between teacher and student	17
		Production of specialized training software for physical education	11
	Multimedia education	Preparation of codified and effective and new educational videos by the authorities	3
		Holding a video class (with Skyroom, etc.)	4
		Suitable training for online training for teachers	7
Total frequency of extracted codes			86

The findings of Table 3 show the main categories of factors affecting the reduction of problems faced by physical education teachers in managing online classes in 4 categories: indirect supervision, providing suitable models, electronic training and content, and multimedia training. In general, 86 frequencies for coded sections were extracted from 20 interviewed files, which were placed in 13 subcategories (open

coding). Now open, axial and selective coding was investigated in Maxqda software. In total, among the files, 183 sections have been coded table 3 shows the distribution of codes extracted from 20 interview files. Based on the findings of the above table, the level of agreement of the interviewees on the type of references to the codes is at a very favorable level, and the reliability of the model presented in the next parts of this report can be relied upon.

Table 3. Coding agreement test between the researcher and one of the experts on one of the texts.

		value	Div a	Tb	(Sig)
Kappa	Measure of agreement	0.863	0.446	0.001	5.738

Table 3 shows the agreement of the interviewees based on 10 interview files using Kappa coefficient. The value obtained for the Kappa index is equal to the value of 0.863, which has assigned a value of standard

deviation above 0.446. For the significance of this coefficient, we can draw a conclusion based on the two criteria of T-value and P-value, so that for the first index, the number should be above 1.96 and for

the second index, it should be less than 0.05. Since the two values of 5.738 are higher than is 1.96 and the obtained p-value is equal to 0.001 and is much smaller than the error level of 0.05. We can claim that the

agreement test based on the Kappa coefficient is at a very acceptable level. Finally, the above extracted codes can be presented as a tree Figures 1 and 2.

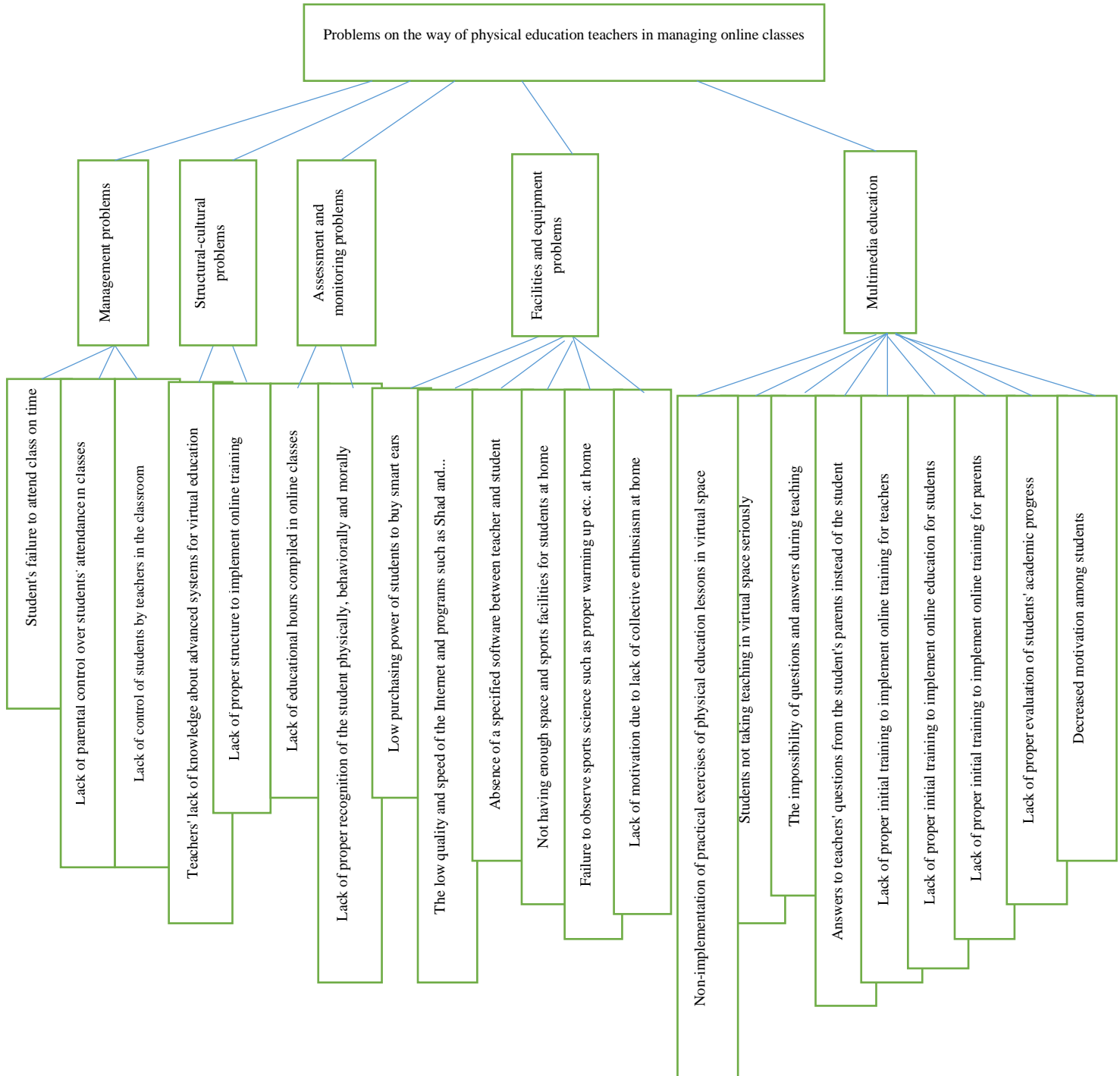


Figure 1. Problems in the way of physical education teachers in managing online classes.

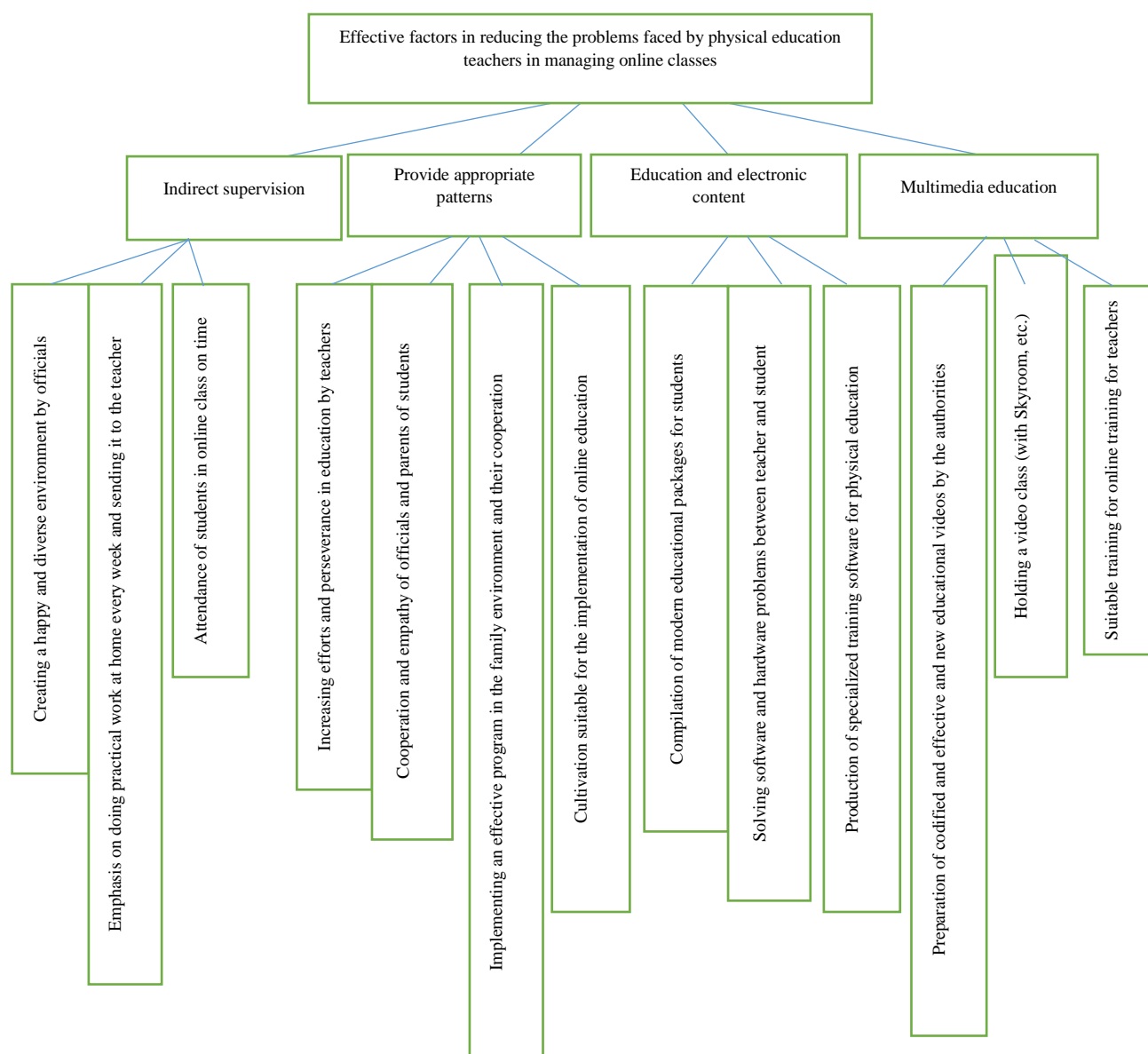


Figure 2. Factors effective in reducing the problems faced by physical education teachers in managing online classes.

Conclusions

The results showed that management problems, structural-cultural problems, assessment and monitoring problems, facilities and equipment problems, and educational problems are among the problems faced by physical education teachers in Online class management. Also, the results showed that indirect supervision, providing appropriate models, electronic training and content, and multimedia training are effective factors in reducing the problems faced by physical education teachers in Online class management.

The E-learning system is a significant platform with a variety of stakeholders that must be identified. After

the launch of the E-learning system, issues such as identifying stakeholders arise and threaten the system's continuity (Elneel *et al*, 2023). Considering that the health crisis has not closed face-to-face classes in schools so far, Iran's schools do not have the history and experience of virtual education. On the other hand, by directing trainings to virtual training, perhaps the virtual training of physical education lessons has not been paid enough attention and an application program for virtual training of physical education lessons has not been developed. This is despite the fact that it is not possible to transfer face-to-face training in the form of virtual training, and an

appropriate and efficient program for the virtual training process must be prepared for this course. In virtual education, students are interested in doing physical education lessons in a practical way and do not show much interest in physical education theory lessons. On the other hand, it is clear that some face-to-face physical education training cannot be used in virtual training; For example, it is not possible to teach students the team skills of a sport in the form of a group game in a practical way, or even many students may not be able to financially buy a basketball, handball or volleyball. For this purpose, a comprehensive program should be developed according to the conditions and facilities of students' homes and non-attendance educational goals by education and teachers and provincial heads, and the mentioned dimensions should be taken into consideration in the developed program. In order to create creativity, it is important to make sports programs attractive and enjoyable for students. Also, the use of equipment available at home as sports equipment and teaching how to make this equipment at home by the teacher due to the lack of access to sports equipment in schools should be considered. The use of virtual sports challenges, sports poems to make education interesting and sports games to facilitate virtual education are among the creativity that a physical education teacher can implement in a virtual classroom.

According to the first result of the research, it is suggested that: It is suggested to carry out practical and movement exercises, and at the same time, express the safety and basic points of movement with precise details and in the desired formats (photos, posters, various video views). It is suggested that before entering the class, physical education teachers should organize the necessary activities in the lesson and based on the objectives of physical education, the needs of the students, the duration of the class, the available equipment and facilities, weather conditions, etc. to teach

Also, according to the second result of the research, it

is suggested that: It is suggested that teachers produce attractive educational content. In fact, teachers can strengthen students' mental abilities and skills by providing course materials and producing audio-visual educational content.

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Conflict of interests

The authors declare that they have no conflicts of interest.

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