

Physical Education Class Management during COVID-19 Pandemic through ICT and it's Complication

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Abstract

Due to COVID-19 pandemic situation, not only Indian Physical Education class management system but also the worldwide Physical Educational sector was highly affected by the COVID-19 pandemic situation. Many researchers are starting their research work on how to minimize the educational gaps. As a result for research, we have entered the online learning, E-learning, Virtual learning, Web Based Instructions modern digital revolution system. This work presents a study about using online educational platforms in institutions. Physical education classes student's worldwide challenge technological, individual, domestic, and institutional and community barriers. Most frequently meet difficulties modified their learning style, having to perform responsibility at home and insufficient network connection between teachers-learners. They entry innovation physical education classes student play a significant roles in addressing this challenge during the COVID-19 pandemic situation and beyond. But despite the considerable growth & development of digital technology physical education and sports, we have little evidence about the use and outcomes of these modern technologies. Thus, the aim of this study was to document how e-learning technologies and pedagogical methods were, engaged physical education and sports, the challenges and successes associated with this approach, and possible ways to improve.

Keywords: COVID-19 pandemic, education, e-learning processes, ICT skills.

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1. INTRODUCTION

The COVID-19 pandemic has generated significant changes in teaching-learning methods around the world wide and the ideal of through online mode education has become a reality. Numerous changes have occurred in the social, political and technological life of people during the COVID-19 pandemic. The COVID-19 pandemic demanded a quick shift from presidential to e-learning processes. Unlike planned e-learning programs, educational institutions have had to quickly deliver the entire medical curriculum using remote strategies. (Camargo, Cristina Pires *et al.*, 2020).

The theory and practical both of online mode Physical Education classes, necessitating that the students, the professors, have a satisfactory level of computer skills. During pandemic situations online learning has become a necessary strategy for adequate teaching-learning process. The Physical Education needed more time to set up lessons with help of ICT.

The lessons are to prepare resources to deal with different technical problems. Physical education was adopted to the new technologies in schools colleges and University the curriculum, it can be noted that students have no computer science classes which raises the question of when they and to what extent students have saturation COVID – 19 and changes in the teaching process showed a possible windows of opportunity through modern methods of communication, Therefore, it's great importance to investigate the ICT skills in mind their importance in the new teaching process (Mercier *et al.*, 2021).

E-learning & Distance learning are not the same. If online classes are observed and adjusted stationary. For example, according to the type of education methods of communicating. The process of analysis and evaluation of knowledge and passive teaching, they can be successful and considered to be online physical education. Level two includes schools that cannot achieve level one, but are able to provide remote Education using the same video conference

tools. Level three includes schools which cannot achieve either level one or leaves two in which the teachers apply systems for learning management through phone calls, and in which they communicate regularly with their students. This information requires the testing of ICT skills, the attitude towards ICT on one hand and appropriated courses on computer literacy on the other hands, which was described and presented in this study. State and Central Government of India has taken some initiative to help the educational institute to conduct their online classes. Due to E-learning has quickly become an important revolution for universities, colleges, and other higher education institution during the COVID-19 pandemic situation on the world wide. The field of Physical Education (PE) and Sport there was no exception. But despite the considerable growth & development of digital technology physical education and sports, we have little evidence about the use and outcomes of these modern technologies. Thus, the aim of this study was to document how e-learning technologies and pedagogical methods were, engaged physical education and sports, the challenges and successes associated with this approach, and possible ways to improve (Moustakas, L., & Robrade, D. 2022).

ICT based instruction barriers exist in any communication process. They are greater in physical education classes due to physical distance between teacher-students, insufficient technology skills, difficulties using media, need for more human interaction, time constraints and restrictions, and lack of experience with ICT based instruction. Most of the rural and some urban areas are at the barrier for communicating this process both teacher and student from such territories are facing social distance issues, limited technical assistance, lack of internet access, digital deviation and economic insufficiency (Fami 2020).

1.1 Objectives of the study:

- To find out the need and importance of ICT based physical education classes during pandemic.
- To find out how to optimize ICT based instruction practical or theoretical parts for teaching learning process.
- How to improve the quality of teaching-learning, especially across remote locations.
- To find out what are the complications of ICT based instruction on physical education classes.

1.2 Significance of the Study:-

- ICT based instruction on how to optimize the teaching-learning process in physical education classes during
- Pandemic situation

- The study is also significant to allow the students to easily access the necessary information over the internet.
- To find out what are the complications of ICT based instruction on physical education classes.

1.3 Inclusion Criteria

- This work was delimited to physical education class's instructions only.
- This work was delimited to theoretical and practical instructions only.
- Selected online platforms such as Google meet, Google classroom, Zoom meeting, Cisco WebEx, YouTube, WhatsApp.

1.4 Exclusion Criteria

- It was difficult to accumulate more research papers so there were fewer research papers.
- It was better also added if some more like this- Advance Google search, Web of science, Microsoft Teams etc.

1.5 Keywords:

Important ICT; Barrier of online education; Online evaluation; online physical education class; value of physical education; Application software for learning;

2. METHODOLOGY/WORK PLAN:-

2.1 Study Strategy:-

The project work was to review study on the basis of secondary database evidence. Acquisition of evidence. Search Procedure In the study online procedure available with us. It was further stated that for the present study the researcher collected scientific evidence through electronic data bases; Google Scholars, Google Advance Search, PubMed, ResearchGate, Shodhganga, Web of Science and critically analysed the entire relevant article according to the nature of this study.

2.2 Finding & Discussions

2.2.1 Google meet:-

Google Meet is one of the most valuable online video conferencing apps which were developed by Google in March 2017 and update version release 11.06 2021.

Impact of Google meets during COVID-19 pandemic:-

- Google meet very simple and easy.
- Google meets works on all devices.
- Google meet are integrated with all others Google apps.
- Class easily recorded and storage option available.
- Most of the institutes conducted their classes through Google Meet.

Complication of Google meet:-

- One of the major barrier blank presentations during presentations.
- Limited number of participants and limited features.
- Screen sharing restrictions are another major problem.
- Students many time was turn off their Web camera.
- Many students join Google meet classes and away from their device.

2.2.2. Google classroom:-

Google classroom free online learning platform came about by Google in May 2014, for educational institutions. The objective of Google classroom was sharing files between teacher and students due to scheduled time.

Impact of Google classroom during COVID-19 pandemic:-

- It easy to use and is for everyone.
- Google classroom work in all devices.
- It speeds up the assignment process and effectiveness feedback system.
- Great commenting with Google's security.

Complication of Google classroom:-

- Students and teachers both need a Google Account.
- It was difficult to schedule assignments for more than one class.
- Major barrier was no attendance feature for homeroom or daily class.
- Through Google classroom does not communicate outsiders.

2.2.3 Zoom meeting:-

Zoom meeting is a secure and reliable online platform for all of our communication needs, including meetings, chat, webinars, and online physical education classes and web conferencing platform that gives authorized users the ability to host online meetings and webinars. Zoom meeting app introduce on 10.12.2011

Impact of zoom meeting during COVID-19 pandemic:-

- Zoom meeting is a very simple app, cost easy on the budget for institutions.
- Zoom meetings make online physical education classes more flexible.
- Maximum number of teacher - students participants on the online physical education classes.
- Clear sound and better video quality.

Complication of zoom meeting:-

- Security concerns if the host does not enable password it was the major problem.

- If we use non-password protected Zoom call are at risk of Zoom bombing.
- HD video quality is not standard.
- Instant questions cannot be done unless the host gives permission.

2.2.4 Cisco WebEx:-

The most useful app Webex by Cisco is an American company. Where we conducted web conferencing and also video conference communications. WebEx was founded in 1995. WebEx was taken over by Cisco Systems in 2007. Cisco WebEx headquarters are in San Jose, California.

Impact of Cisco WebEx during COVID-19 pandemic:-

- We conducted HD video, screen sharing, application sharing, cloud recording and storage,
- It's easy to buy institutions and run quickly.
- Easily sharing our desktop and document.
- In this online Platform are Compatibility and data protected.

Complication of Cisco WebEx:-

- Major problems are mute mobile phones, turn off notification sounds, and minimize other applications.
- During classes, Webex platforms have major audio issues.
- Cisco WebEx costlier than some other competing online collaboration platforms.
- WebEx has some functions that are more complex.

2.2.5 YouTube:-

YouTube was the most valuable and second most visited website after Google searching. YouTube is an American online video streaming and social media platform. It was launched on 14.02.2005. Founders Jawed Karim, Steven Chen, Chad Hurley. YouTube is not only a platform but also teachers and students can make practical and effective use of uploading, sharing, like, commenting on pictures and video streaming.

Impact of YouTube during COVID-19 pandemic:-

- YouTube acts as an audio visual aids where students learn better.
- YouTube was a platform where open conversation and discussion was possible between teacher and students.
- YouTube was not only an easy way to share information but also possible world-wide share.
- We get a lot of information from different authentic educational channels.

Complication of using YouTube:-

- Some specific videos cannot be downloaded.

- YouTube was a world-wide, connected audience that's why it was not easy to concentrate on the single topics.
- Advertisements come at any time during the video.
- During live class broadcasting some problems were created about picture quality and noise.

2.2.6 WhatsApp:-

WhatsApp was a free, multiplatform messaging app that lets us send text messages, voice, and video calls. It was introduced in 2009. WhatsApp has 2 billion active users. WhatsApp are most popular among friends, family and educational institutions.

Impact of WhatsApp during COVID-19 pandemic:-

- The communications (massaging) we can share on WhatsApp are inexhaustible.

- WhatsApp are a very simple app where teachers-students can easily share all their types of information (viz. text, pdf, ppt, etc.)
- We can easily share our class links on WhatsApp for different online platforms.
- Here all voice and video calls have end-to-end encryption,

Complication of using WhatsApp:-

- WhatsApp mix private and business account
- We do not receive any instant information unless we are online
- Member of capacity in a group are limited
- The upload file size is limited.

2.2.7 Category of online physical education classes barrier

We have tried to show the category Complication with the help of a table:-

Sl. No	Category of Complication	Types of Complication
1	Technological	<ul style="list-style-type: none"> • Lack of device. • Lack of technical skill. • Internet Issues.
2	Individual	<ul style="list-style-type: none"> • Digital divide. • Lack of Attitude. • Difficulty adjusting learning style. • Practical concern.
3	Domestic	<ul style="list-style-type: none"> • Lack of basic needs. • Limited space conducive for study.
4	Institutional	<ul style="list-style-type: none"> • Administrative issue and lack of organization for communication between teacher and student. • Limited opportunities to indirect with peers groups.
5	Community	<ul style="list-style-type: none"> • COVID-19 pandemic restriction maintenance. • Socio-political concerns.

3. CONCLUSION

The concept of traditional education has changed essentially due to COVID-19 pandemic. Being physically present in a classroom is not only a learning option but also Virtual classes bring new horizons to educational institutions. Nowadays, whenever and wherever you want, you have access to a quality education through online mode Online learning enables you to study or teach from anywhere in the world. As a result of the epidemic situation we have entered the online education revolution system. It an alternative way to study at university, College, School, etc. via the internet. As a result, using an online educational platform allows for a better balance of the teaching-learning system, so there's no need to give anything up. Due to COVID-19 pandemic bringing about a crisis in education has been unprecedented. ICT based education cannot be replaced traditional Education. COVID-19 has set the clock back on the attainment of international education goals, and disproportionately affected the poorer and most vulnerable. Due to physical distance between members, inadequate technical skills, difficulty in using media, need for more people interaction, time constraints and restrictions and lack of distance learning

experience. These are only a few reasons to choose an online education, and most students today think that online learning is the same or better than the traditional classroom experience. Every student must evaluate their unique situation and decide according to their needs and goals, and although this option of traditional education is not for everyone, it is still a convenient option with virtually endless options for international students around the world. Due to the digital divide Students who are financially backward in the society have suffered the most on online platforms. World-wide physical education classes students in the information technology institutional and community barriers as they try to adapt to online learning. Ultimately, though, perhaps the defining result here is that, even with ideal technical set-ups and quality training, e-learning is seen as a sub-optimal, emergency solution in the sports and physical education field. Indeed, others have already argued that online education during the pandemic should be understood as "Distance Emergency Education", and cannot be compared to purposefully develop e-learning programs. After all, the sudden changes caused by the pandemic have not afforded universities the time and resources they would ideally

use if they were designing e-learning offerings under normal circumstances. Additionally, “Student acceptance and use of e-learning is much more complex than usual and certainly inevitable”. Nevertheless, our results highlight the limited potential of interactive or hands-on e-learning such as sports and physical education. Some students recognized or welcomed the potential and flexibility offered by e-learning for more theoretical or technical subjects. The ability to connect with fellow students around the world was also seen as a plus. However, in the main, both students and teachers feel that attendance learning is a superior form of learning, especially when the course requires physical interaction, exchange and discussion. This was echoed by teachers, who felt that “for practical classes, e-learning is more difficult to use” and that they prefer to teach interactive courses in person. In this regard, our participants confirm that face-to-face activities are the preferred learning delivery method for sports and physical education. Additionally, regardless of the nature of the class, the spontaneous, social interactions presented by face-to-face learning were sorely missed. .

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