

# The Significance Of Using The Distance Education Mode In The Physical Education Course During The Curfew Period In The Light Of The Coronavirus Pandemic From The Perspective Of The Physical Education Teachers In The Capital City

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## ABSTRACT

The present study explored the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city. It explored the most significant problems hindering the use of the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city. To meet the goals of the study, a questionnaire was developed. It aims to explore the views of teachers about the study's topic. It consists from 28 items. The validity and reliability of the questionnaire were measured. The questionnaire forms were passed in an electronic manner to a sample consisting from 1449 female and male teachers teaching physical education in the capital city. The researchers of the present study adopted the descriptive approach to answer the study's questions. Means and standard deviations were calculated. The one way analysis of variance and t-test were carried out. It was found that it's very significant to use the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic. It was found that there are many problems hindering the use of the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic. The researchers of the present study recommend using a peer reviewed physical education curricula during the use of the distance education mode in the physical education course. They recommend addressing the most significant problems hindering the use of the distance education mode in the physical education course.

**Keywords:** Distance education, Coronavirus pandemic, physical education, curfew.

## INTRODUCTION

The COVID 19 pandemic led to having the greatest temporary suspension of the delivery of education in history. It has a semi-comprehensive impact on students and teachers around the world. That applies to all educational stages, starting from the primary stage and ending with the secondary stage. It applies to the technical and vocational education and training institutions and universities. On the middle of April, 2020, 94% of students worldwide were affected by the COVID 19 pandemic. The pandemic forced all educational institutions to suspend the delivery of education and shift to using the distance education mode. 1.5

million female and male students in various educational stages in 188 countries were forced to receive education through the distance education mode. The latter mode is a safe alternative method for delivering education to students at home without forcing them to go to the buildings of the institutions (Affouneh&Salha,2020).

Due to this pandemic, many educational institutions became engaged in a major unplanned experience. This experience is represented in the delivery of distance education. Distance education is delivered through using ICTs. It was delivered to prevent the COVID 19 virus from spreading. Through the distance education mode, online

classes are given online or through TV channels. They include: physical education classes. They can be given to school or university students (Özdoğan&Berkant,2020).

There are differences between countries in terms of technological developments and use of technologies in various areas. They led to having digital inequality and the absence of social justice between countries or within the same country. There are assumptions suggesting that digital technology enables people to achieve social equality and justice. However, they are false. That's because there were many cases of digital inequality in the light of using the distance education mode during the emergency cases. Achieving digital inequality in the educational field serves as a major challenge. This challenge hinders people from using digital tools in education (Affouneh & Salha, 2020).

Distance education refers to the use of technology for allowing the elements of the educational process to communicate with each other. It is a complicated process that involves planning the process of designing curriculum based on the needs of the targeted categories. The latter step is followed by designing the assessment process. The latter step is followed by publishing the curriculum.

The existent distance educational process didn't change the reality of education. The only change is represented in using technology. The main source of knowledge is still the teacher. The student is still enjoying the learning process. He doesn't engage much in the tasks and assignments. That's attributed to the sudden shift to distance education due to the Coronavirus pandemic. Thus, the distance education mode during emergencies revealed the gaps in the educational services. Such gaps affect students, teachers and parents. The decision to shift to distance education was made in response to an emergency. It was made in a spontaneous and immediate manner without consulting teachers or faculty members in educational institutions. The educational institutions shifted to the new mode for delivering education without having an experimental period. They didn't shifted to such a mode in a gradual manner. They didn't check

whether the teachers, students and infrastructure in the environments of schools are ready. The instructions and goals of this mode are not clear. The vision isn't clear in this regard. The leaders didn't identify the learning mechanism nor the assessment mechanism. They didn't set suitable plans for shifting to this mode before making the shift. Due to having unclear vision, a chaos occurred in passing educational materials. Most of the educational materials show low quality. That is because such educational materials aren't deemed as serious effective materials that can be used for giving lessons (Adams Becker et al,2018).

During the Coronavirus pandemic, the World Health Organization (WHO) recommended doing exercise. That's because doing exercise is important for protecting physical and mental being. If people didn't remain active physically, there shall be risks of facing another pandemic. That is because refraining from doing physical activity shall lead to having health problems. Such problems may be more dangerous than the Coronavirus pandemic. The curfew and limitations enforced on people hindered people from moving. They forced people to stay at their homes without doing any physical activity (Alamin and Kamal, 2021). Kaya (2021) conducted a study to explore the opinions of physical education teachers towards the delivery of physical education lessons in the light of using the distance education mode in Turkey. He found that it's necessary to keep delivering physical education lessons in the light of using the distance education mode during the pandemic. That is because delivering such lessons protected the physical wellbeing of the children who spent much time using computer. It is because delivering such lessons fostered the physical growth of those children and made those children invest their free time. Thus, delivering such lessons reduce the severity of the negative impacts of laziness. It encourages students to move. It has positive impacts on psychological wellbeing. It enables students to relax. It's necessary to hold courses for training teachers about the way managing such lessons. That's needed to ensure the continuation of the teaching process in an

efficient manner and reduce the teachers' anxiety levels.

Kaden (2020) adds that distance education supports the learning of many children, provided that the curriculum is well-designed. In this case, there shall be equality between students in terms of the opportunities to receive education under the same conditions. Yilmaz-ince et al. (2020) adds that distance education supports the learning of many children, provided that the computer and internet are provided to students. Such provision shall provide more learning opportunities. Jaber and Alzghool (2021) aimed to identify the obstacles hindering the process of giving physical education lessons during the curfew period in the light of the Coronavirus pandemic. It was found that such obstacles include: the refrainment of the concerned administrations from showing attention to the physical education lessons. Such administrations show much attention to other lessons. Such obstacles include: the absence of the required technological potentials for giving the physical education lessons through using the distance education mode.

Private and public schools in Jordan used e-learning platforms in the light of the Coronavirus pandemic. It can be noticed that such schools didn't provide adequate attention to giving physical education lessons in the light of this pandemic. During this pandemic, the management of such school offered much attention to other lessons. They overlooked the significance of the physical education lessons during the curfew period. During this period, students didn't move much nor practiced physical activities in a systematic or non-systematic manner. That is because students at home don't have adequate space to carry out social activities. It's because there wasn't any supervision by teachers or trainers. It's because there wasn't any real competition with their peers. Having such a competition is one of the causes of having students encouraged to do physical activities and exert much efforts to do them. Hence, the present study explored the attitudes of female and male physical education teachers towards the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic.

## **The Study's Significance:**

### **The Present Study is Significant Due to the Reasons Below**

- 1) - Distance education is deemed as a global trend currently. Most educational institutions today employ the distance education mode. The extent of using this mode has been increasing. Thus, the time dedicated for physical activity when using this mode is minimal.
- 2) - There are few studies carried out about this topic with targeting on physical education. Most of the previous studies focus on other courses.
- 3) - As far as the researchers of the present study know, the present study is the first study that explored the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic.

### **Statement of the Problem**

The researchers of the present study have been working as instructors for a period that ranges between 10-25 years. Based on the expertise of the researchers of the present study in the physical education field, they noticed that the e-learning platforms in public and private educational intuitions didn't provide adequate attention to physical education lessons during the Coronavirus pandemic. In fact, the physical education course wasn't taught when using the distance education mode. That applies to all schools except for some private schools. Most of the attention was provided the other courses with overlooking the role and significance of physical education during the curfew period. During the latter period, students didn't carry out any physical activity in a systematic or non-systematic manner. Hence, the researchers of the present study found it necessary to explore the attitudes of female and male physical education teachers towards the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic.

### **The Study's Objectives**

#### **The Present Study Aimed To:**

- 1)- Identify the significance of using the distance education mode in the physical education course during the curfew period in the light of the

Coronavirus pandemic from the perspective of the physical education teachers in the capital city.

2) - Identify the most significant problems hindering the use of the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city.

3)- Identify whether there is any significant difference –at the significance level of  $0.05 \geq \alpha$ - between the attitudes of the sampled teachers towards the aforementioned significance which can be attributed to gender, educational sector, and educational stage.

### **The Study's Questions:**

The present study aimed to answer the questions that are shown below:

Q. 1)-What is the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city?

Q. 2)- What are the most significant problems hindering the use of the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city?

Q. 3)- Is there any significant difference –at the significance level of  $0.05 \geq \alpha$ - between the attitudes of the sampled teachers towards the aforementioned significance which can be attributed to gender, educational sector, and educational stage?

### **The Study's Limits**

**Human limits:** The present study targets the female and male physical education teachers at public and private schools in the capital city in Jordan (i.e. Amman).

**Temporal limits:** The present study was conducted during the period 10/4/2020 – 25/4/2020

**Spatial limits:** The present study targets the public and private schools in the capital city in Jordan (i.e. Amman).

### **Definition of Terms:**

**-Distance education:** It refers to the process of delivering education with having the learner and teacher separated spatially. It can be delivered by schools or universities. It is a modern educational mode that emerged due to the rapid technological developments in the world. It aims to offer learning opportunities to the students who can't obtain them in the usual conditions (operational definition).

**-Coronavirus (COVID 19):** It is a rare and vague virus. It's one of the Coronavirus family. The early symptoms of this virus are minor. They are similar to the symptoms of flu. They include: sore throat, cough, high temperature, shortness of breath, and headache. The patient may recover or suffer from worse symptoms. The worse symptoms include: severe infection in the lungs due to the damage of the alveoli and having swollen lung tissue. They include: suffering from kidney failure. They may include: failure of other body organs because the virus shall hinder the delivery of oxygen to some organs. The virus may sometimes lead to death (the World Health Organization (WHO), 2020).

**-Curfew:** It refers to the limitations enforced on movement in public places. Such limitations are enforced by a government in exceptional situations. It may aim to achieve security and control the state of disturbance. In the case of COVID 19, it aims to prevent this virus from spreading. The government ensures the compliance with rules of the curfew. That is because the ones violating such rules shall be imprisoned or returned to their homes (operational definition).

### **The Study's Methodology**

#### **The Study's Approach**

The researchers of the present study adopted the descriptive approach. That is because this approach suits the nature of the present study.

#### **The Study's Population and Sample**

The population of the present study involves all the female and male physical education teachers at public and private schools in the capital city in Jordan (i.e. Amman). It involves 2700 female and male physical education teachers.

The sample consists from 1449 female and male physical education teachers. It represents 54% of the study's population. It is a high percentage.

### Description of the Study's Sample

1) - The distribution of the study's sampled according to their gender.

**Table No. (1):** The distribution of the study's sampled according to their gender

Gender	Frequency	Percentage
Male	647	44.6%
Female	802	55.4%
Overall	1449	100.0%

Based on table no. (1), it can be concluded that 44.6% of the sample are males. 55.4% of the sample are females.

2) - The distribution of the study's sampled according to their educational sector

**Table No. (2):** The distribution of the study's sampled according to their educational sector

Educational sector	Frequency	Percentage
Public schools	989	68.3%
Private schools	460	31.8%
Overall	1449	100.0%

Based on table no. (2), it can be concluded that 68.3% of the sample work in public schools. 31.8% of the sample work in private schools.

3) - The distribution of the study's sampled according to their educational stage

**Table No. (3):** The distribution of the study's sampled according to their educational stage

Educational Stage	Frequency	Percentage
Primary school stage	856	59%
Secondary school stage	593	41%
Overall	1449	100.0%

Based on table no. (3), it can be concluded that 59% of the sample teach in primary schools. 41% of the sample teach in secondary schools.

### The Study's Variables

The independent variables: They are represented in gender, educational sector and educational stage.

The independent variable: It's represented in the attitudes of the sampled teachers in all the three areas

### The Study's Procedures:

1) - The researchers of the present study reviewed several references in Arabic and English languages. Those references addressed the distance education topic. They benefitted from those references to draft the instrument. They reviewed several articles that shed a light on the significance of employing the distance education mode in the educational field in general and physical education in particular. They designed a questionnaire that consists from 30 statements. This questionnaire targets three areas. It explored the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city.

2) - The researchers of the present study checked the validity of the questionnaire through passing it to several experts. Those experts include: faculty members and physical education supervisors in the Ministry of Education and the directorates of education. They recommended making three changes related to language. Those changes were made to statements in the three areas.

3) - The researchers of the present study checked the reliability of the questionnaire through using the test re-test method. Thus, the questionnaire forms were passed to an exploratory sample. This exploratory sample consists from 20 female and male teachers (10 male teachers and 10 female teachers). Those teachers were chosen from the population. The questionnaire forms were passed again to the members of the exploratory sample after 10 days. The reliability coefficient values are shown below.

**Table No. (4):** The reliability coefficient values of the instrument

Statements	The reliability coefficient values
Male teachers (10 teachers)	0.91
Female teachers (10 teachers)	0.89
Overall (female and male teachers)	0.90

The values are significant at the significance value of 0.05

Based on the above table, all the reliability coefficient values are significant at the significance value of 0.05. Thus, those values are high and accepted.

4)- The questionnaire forms were passed to the members of the actual sample

### The Statistical Methods Used for Analysis

The five point Likert scale was used. This scale involves the rating categories and scores shown below

The rating category	Always	Often	Sometimes	Rarely	Never
Score	5	4	3	2	1

To set criteria for classifying the means related to the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic, the following equation was used.

$$(5 - 1) / 5 = 0.80$$

Level	Criterion
Very low	1.00 – less than 1.80
Low	1.80 – less than 2.60
Moderate	2.60 – less than 3.40
High	3.40 – less than 4.20
Very high	4.20 – 5.00

2) Other descriptive statistical methods were used. They include: Standard deviations and means. The standard deviations and means were calculated to identify the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city.

3) The means of the statements of the questionnaire were arranged.

4) The independent sample t-test was carried out. It was carried out to identify whether there is any significant difference between the attitudes of the sampled which can be attributed to gender, educational sector, and educational stage.

## DISCUSSION AND RESULTS

### Discussion and Results Related to the Study's First Question:

To answer the study's questions, the researchers of the present study used the following statistical methods:

1) Descriptive statistical methods were used. They include: frequencies and percentages for identifying the distribution of the members of the sample in accordance with gender, educational sector and educational stage

Interval= (Maximum value – minimum value) / the number of the required categories

Q. 1)-What is the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city?

To answer the first question, standard deviations and means were calculated. Ranks and levels of the means are identified. Those standard deviations and means are shown in table 5 and 6.

A) - The significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city in the (healthy nutrition) area.

**Table No. (5):** Means and standard deviations of the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city in the (healthy nutrition) area

No.	Statement	Mean	Std.	Rank	Level
4	Using the distance education mode in the physical education course is significant to provide students with information about the foods that strengthen their immunity systems	4.14	1.029	1	High
3	Using the distance education mode in the physical education course is significant to encourage students to adopt healthy behaviors in a daily manner	4.05	1.012	2	High
2	Using the distance education mode in the physical education course is significant to provide students with knowledge about the health problems that might face them during the quarantine period	3.99	1.039	3	High
6	Using the distance education mode in the physical education course is significant to encourage students to share the information provided to them with their families	3.97	1.036	4	High
1	Using the distance education mode in the physical education course is significant to provide students with significant information about the significance of healthy nutrition during the quarantine period	3.95	1.066	5	High
8	Using the distance education mode in the physical education course is significant to provide students with reliable information sources about healthy nutrition	3.91	1.054	6	High
7	Using the distance education mode in the physical education course is significant to provide students with daily tips about the significance of eating healthy foods for one and family	3.90	1.056	7	High
5	Using the distance education mode in the physical education course is significant to provide students with a suggested balanced diet program. It follows up the students' commitment with implementing this program	3.76	1.095	8	High
	Overall	3.96	0.924		High

Table No. (5) sheds a light on the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city in the (healthy nutrition) area. Based on this table, the following results can be concluded:

- 1) - All the means range between 3.40 – less than 4.20. Thus, they are high.
- 2) - The overall mean is high. It is 3.96. Thus, the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic is very high from the perspective of the physical

education teachers in the capital city in the (healthy nutrition) area.

The researchers attribute this result to the fact that students sit at home for a long time during the quarantine period. That led to having changes to the students' eating habits. Thus, it's necessary to promote awareness among students about the healthy nutrition through the physical education lessons. That should have been done with shedding a light on the theoretical aspects. It should have been done because students may have stayed for a longer time at home without doing physical activities. Adopting bad healthy eating habits with refraining from doing physical activities shall lead to suffering from problems, like: health problems and weight-related

problems. Statement No. 4 obtained the highest mean. It states the following (Using the distance education mode in the physical education course is significant to provide students with information about the foods that strengthen their immunity systems).

This topic was addressed constantly due to facing this pandemic and the fear and panic associated with it. Abdullah (2007) adds that it is very significant to promote knowledge among people about nutrition of various age categories and genders. Such information contributes to preventing the diseases caused due to poor immunity system or malnutrition. It contributes to preventing problems in the physical and mental development of one during early stages of life. Brure (2004) adds that the goals sought from learning information about nutrition are represented in enabling one to realize the significance of eating a variety of food and adopt healthy eating habits. He adds that the goals sought from learning information about nutrition are represented in promoting knowledge among

people about the reasons behind eating a variety of foods. Hawkes (2013) adds that most categories of people in society lack knowledge about the way of choosing the healthy foods that meet their needs. He adds that most categories of people in society lack knowledge about the way of forming a healthy and balanced meal, because they don't know the nutrients that exist in each food and their significance for one's body. Hence, the researchers of the present study suggest that it is very significant to promote information among students during the curfew period in the light of the pandemic about the healthy nutrition. They believe that such information should be promoted through the physical education course given through the distance education mode.

B)- The significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city in the (educational material) area.

**Table No. (6):** Means and standard deviations of the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city in the (educational material) area.

No.	Statement	Mean	Std.	Rank	Level
15	Using the distance education mode in the physical education course is significant to promote awareness about the significance of physical exercise during the curfew period. It's significant to promote a culture of physical exercise	3.92	1.056	1	High
11	The teacher emphasize the significance of the role of physical exercise in strengthening the immunity system of one's body	3.90	1.071	2	High
12	The teachers emphasize the aspects of King Abdullah II Reward for Physical Fitness when doing exercises	3.81	1.145	3	High
18	The teachers encourages the students to benefit from the useful websites to do more physical exercises	3.77	1.106	4	High
14	The teachers offers knowledge and information that fit with the distance education mode. Such information include: information related to (rules, regulations and healthy behaviors)	3.66	1.076	5	High
16	The teachers follow up the students' interaction with the physical education lessons	3.61	1.154	6	High
10	The teacher shows a set of exercises that can be done inside the house with siblings and parents despite the limited space at home	3.53	1.176	7	High



13	The teacher provides feedback about students' performance after doing the exercise and taping them	3.51	1.176	8	High
17	The students are assessed after identifying the mechanism of evaluation before the exam	3.45	1.156	9	High
9	Using the distance education mode in the physical education course is significant to give exercises through vide	3.25	1.257	10	Moderate
	Overall	3.64	0.972		High

Table No. (6) sheds a light on the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city in the (educational material) area. Based on this table, the following results can be concluded:

- 1) - The means of nine statements are high. That's because those means fall under the range (3.40 – less than 4.20)
- 2) - The mean of one statement is moderate. It falls under the range of 2.60 – less than 3.40.
- 3) - The overall mean is high. It is 3.96. Thus, the significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic is very high from the perspective of the physical education teachers in the capital city in the (educational material) area.

The researchers of the present study attribute this result to the fact that students spent much time at home during the quarantine period. Thus, it became difficult to use the material that is used in the face to face educational mode at schools. It's because students can't have at home a competition between them and their peers. Thus, it is important to focus on the material that fits with students' physical, individual and material potentials. This material must be individualized. It

must be applicable by the student himself/herself or by peers. It must be chosen carefully to enable students to do individual work and learn without feeling bored. That's needed because the duration spent by students at home during the quarantine is long. Thus, the material must include elements that make learning interesting. In this regard, Kaya (2021) adds that the physical educational lessons given through the distance education mode are virtual lessons. He adds that it's necessary to give such lessons during the quarantine. He adds that it's necessary to give such lessons effectively as much as possible. He adds that the physical education teacher must achieve equality in terms of the learning opportunities provided for students.

#### **Discussion and Results Related to the Study's Second Question:**

Q. 2)- What are the most significant problems hindering the use of the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city?

To answer the study's second question, standard deviations and means were calculated. Ranks and levels of the means are identified. Those standard deviations and means are shown in table 7 below

**Table No. (7):** Means and standard deviations of the most significant problems hindering the use of the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city

No.	Statement	Mean	Std.	Rank	Level
27	The parents didn't show adequate attention to the physical education curriculum	4.35	1.013	1	Very high
28	There aren't pre-designed programs for handling this long period of quarantine	4.27	1.042	2	Very high

25	The group engagement is absent. However, it motivates students to show the best performance -	4.24	1.001	3	Very high
19	The suitable communication means are not available. Such means include (internet, computer and electricity)	4.08	1.144	4	High
23	Students have poor motivation towards benefitting from physical activities	4.03	1.074	5	High
20	There is a variety of academic materials	4.03	1.081	6	High
26	The management of schools and the ministry don't provide adequate attention to the physical education curriculum	3.95	1.155	7	High
22	The space at students' homes isn't suitable for doing the proposed physical activities	3.94	1.149	8	High
24	The teacher role in following up students' mistakes and correcting them directly is not existent	3.90	1.151	9	High
21	The physical activities during the quarantine period do not meet the needs of student and society	3.54	1.225	10	High
	Overall	4.03	0.797		High

Table No. (7) sheds a light on the most significant problems hindering the use of the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic from the perspective of the physical education teachers in the capital city. Based on this table, the following results can be concluded:

- 1) - The means of three statements are very high. That's because those means fall under the range (4.20– 5.00).
- 2) - The means of seven statements are high. That's because those means fall under the range (3.40 – less than 4.20).
- 3) - The overall mean is 4.03 which is high. Thus, the severity of the problems hindering the use of the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic is high from the perspective of the physical education teachers in the capital city. The latter result is attributed to the fact that the physical education curriculum is associated with several problems. Such problems include: the lack of awareness among parents and school managements about the significance of this course. During the pandemic most of the attention of parents are provided for the other courses. The same is carried out by the school

managements. Thus, physical education is ranked last in terms of the priorities from the perspective of parents and school managements. There are also technical problems faced. Such problems include: problems related to internet, and devices that don't fit with the distance education mode. Thus, people in the areas that include services of the least quality focus on the other courses. In this regard, Kaya (2021) adds that the most significant obstacles facing the distance education mode include: the inequality between students in terms of the learning opportunities, and having inadequate time and space for doing physical experiences at home.

### **Discussion and Results Related to the Study's Third Question:**

Q. 3) - Is there any significant difference –at the significance level of  $0.05 \geq \alpha$ - between the attitudes of the sampled teachers towards the aforementioned significance which can be attributed to gender, educational sector, and educational stage?

To answer the study's third question, the following method was used:

-The independent sample t-test was carried out. Table No. (8) and table No. (9) present the results of the latter test.

#### **1) - Results Related to Gender:**

**Table No. (8):** The results of the independent sample t-test to identify whether there is any significant difference between the attitudes of the sampled teachers which can be attributed to gender

Area	Gender	Frequency	Mean	Std.	T value	Sig.
Significance in the (healthy nutrition) area	Male	647	4.08	0.922	4.070	.000
	Female	802	3.86	0.916		
Significance in the (educational material) area	Male	647	3.85	0.945	6.563	.000
	Female	802	3.48	0.963		
The most significant problems	Male	647	3.99	0.780	1.508	.132
	Female	802	4.06	0.810		

Based on table no. (8), the following results were concluded by the researchers:

-There are statistically significant differences –at the statistical significance level of  $0.05 \geq a$ – between the attitudes of the sampled teachers towards the aforementioned significance which can be attributed to gender in the (healthy nutrition) area and (educational material) area. That was concluded because the significance values are less than 0.05. The latter differences are for the favour of the male teachers. The latter result can be attributed to the factors related to the teacher himself / herself. Such factors include: qualification, knowledge about the material being taught, and the professional pre-service training program. The latter result is in agreement with the one reached by Harthern (1996). The latter researcher found that such factors affect the teachers' ability to deliver information to students. He found that such factors affect the teachers' ability to enrich their knowledge in their field of speciality.

-There are statistically significant differences –at the statistical significance level of  $0.05 \geq a$ – between the attitudes of the sampled teachers towards the aforementioned problems which can be attributed to gender in the (healthy nutrition) area and (educational material) area. That was concluded because the significance value is less

than 0.05. The latter differences are for the favour of the male teachers. The latter result can be attributed to the fact that the conditions of the online environments used for giving online physical education lessons are similar. It can be attributed to the fact that both males and females are in need for having the required resources for giving the lessons as planned. The problems facing males in this regard are the same problems faced by females in this regard.

In this regard, Ozcan and Sarac (2020) add that the success of the physical education lessons through the distance education mode requires providing the required resources. They add that such success requires training female and male teachers about the way of using the required technologies in education. The researchers of the present study noticed that the required resources were not provided during the pandemic. They noticed that teachers were not provided with the required training about the way of using the required technologies in education during the pandemic.

-Results related to the education sector

**Table No. (9):** The results of the independent sample t-test to identify whether there is any significant difference between the attitudes of the sampled teachers which can be attributed to the education sector

Area	The education sector	Frequency	Mean	Std.	T value	Sig.
Significance in the (healthy nutrition) area	Public schools	989	3.90	0.945	4.382	.000

	Private schools	460	4.20	0.788		
Significance in the (educational material) area	Public schools	989	3.54	0.983	7.637	.000
	Private schools	460	4.07	0.788		
The most significant problems	Public schools	989	4.09	0.791	4.896	.000
	Private schools	460	3.80	0.786		

Based on table no. (9), the following results were concluded by the researchers:

-There are statistically significant differences –at the statistical significance level of  $0.05 \geq \alpha$ – between the attitudes of the sampled teachers towards the aforementioned significance which can be attributed to the educational sector in the (healthy nutrition) area and (educational material) area. That was concluded because the significance values are less than 0.05. The latter differences are for the favour of the private school teachers. The latter result can be attributed to the fact that most of the managements of private schools offer much attention to training teachers about the way of using technologies and provision of the required resources for using technology. When the pandemic occurred, an e-learning platform was created. Then, the management of private school decided to train physical education teachers about the way of using this platform. The latter result is in agreement with the one reached by Gudmundsdottir & HathawY (2020). The latter researchers found that teachers in Norway and US are capable of using technology, though those teachers didn't have experience in delivery distance education. They found that those

teachers managed the teaching process effectively and addressed the problems that faced them.

-There are statistically significant differences –at the statistical significance level of  $0.05 \geq \alpha$ – between the attitudes of the sampled teachers towards the aforementioned problems which can be attributed to the educational sector. That was concluded because the significance value is less than 0.05. The latter differences are for the favour of the public school teachers. The latter result can be attributed to the fact that public schools suffer from shortage in instruments, devices and funds. It can be attributed to the fact that there isn't adequate time to provide female and male teachers with training on this type of education. That negatively affected the process of giving physical education lessons through using the distance education mode. The latter result is in agreement with the one reached by Elliot (1981). Such problems hinder the process of giving physical education lessons.

#### **-Results Related to the Education Stage**

**Table No. (10):** The results of the independent sample t-test to identify whether there is any significant difference between the attitudes of the sampled teachers which can be attributed to the education stage

Area	the education stage	Frequency	Mean	Std.	T value	Sig.
Significance in the (healthy nutrition) area	Primary schools	856	3.94	0.887	.666	.506
	Secondary schools	593	3.98	0.981		
Significance in the (educational material) area	Primary schools	856	3.63	0.945	.657	.511
	Secondary schools	593	3.67	1.012		
The most significant problems	Primary schools	856	4.05	0.774	1.174	.241
	Secondary schools	593	4.00	0.832		

Based on table no. (10), the following results were concluded by the researchers:

-There isn't any statistically significant difference –at the statistical significance level of  $0.05 \geq \alpha$ – between the attitudes of the sampled teachers towards the aforementioned significance and problems which can be attributed to the educational stage. That was concluded because all the significance values are less than 0.05. The latter result can be attributed to the fact that the physical educational course is significant regardless of the educational stage. For instance, this course provides useful practical and scientific information. It provides students with knowledge about the way of protecting their health and way of adopting a healthy lifestyle. This style is related to healthy nutrition and regular physical activities. The content of the physical education curricula of all stages fit with each other. The problems facing female and male teachers in various stages are similar to each other. The same is suggested by Kaya (2021).

Kaya (2021) aimed to explore the attitudes of physical education teachers during COVID 19 pandemic towards the distance education mode. Those teachers added that it's necessary to keep giving physical education lessons during the pandemic in order to protect the physical and mental wellbeing of the students suffering from obesity and fatigue in various stages. The latter researcher found that the physical education teachers who didn't have experience in delivering distance education lacked training about distance education and way of using technologies efficiently. That led to having problems hindering those teachers from giving physical education lessons.

## **CONCLUSION AND RECOMMENDATIONS**

### **CONCLUSION**

In the light of the aforementioned results, the researchers of the present study concluded the following:

- 1) -The significance of using the distance education mode in the physical education course during the curfew period in the light of the Coronavirus pandemic is very high from the perspective of the physical education teachers in the capital city.

- 2)- There are several problems that hindered the use of the distance education mode for giving physical education lessons in public schools and most of the private schools during the curfew period in the light of the Coronavirus pandemic. Such problems include: the parent's lack of awareness about the significance of the physical education course. They include: providing attention to other courses more than this course. They include: the sudden shift to the distance education mode and the absence of suitable curricula that fit with this mode. They include: the poor infrastructure and services that facilitate the use of the distance education mode. Such services include: internet, electricity and etc...

### **RECOMMENDATIONS**

In the light of the aforementioned results, the researchers of the present study recommend the following:

- 1) - Designing a physical education curriculum that can be used for giving online lessons in public schools. The researchers of the present study recommend providing the physical education with the same amount of attention given to the other courses.
- 2) - Promoting awareness among students, and parents about the significant of doing physical activities during the quarantine period. That should be done through giving online physical education lessons with using a curriculum. It should be done with taking into consideration the students' increased need for doing physical activities. Such need increased during the quarantine period, because students tend to spend much time in front of the digital devices and inability to come out of the house and do the usual physical activity.
- 3)- Addressing the most significant problems facing the process of giving physical education lessons to children through using the distance education mode. That can be done through dedicating time to give two online physical education lessons at least. The students must be encouraged to record such lessons and do physical activity in a daily manner.

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