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EXAMINING THE EFFECTIVENESS OF ONLINE SPORTS PROFESSIONAL DEVELPOMENT ON FACULTY MEMBERS' DEADNESS AND CONFIDENCE

[1]Feng Shuolei, [2]Amrita Ghosh
[12]Lincoln University College, Petaling Jaya, Malaysia

Corresponding Author:

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ABSTRACT

This research sought to quantify the link between physical education and sports teachers' subject knowledge of web-technological pedagogy and their online learning readiness. It examined gender, school level, and tenure as possible factors of online learning readiness. Methods: In order to achieve this goal, the study recruited 180 volunteer PE and high school coaches. A number of tools, including the researcher-prepared data form, were used to gather data for the study. Additional measures were the Online Learning Readiness Scale and the Web-Technological Pedagogy Content Knowledge. A one-way analysis of variance (ANOVA), a T-test, linear regression, and Pearson's moment correlation coefficient (r) were used in the data analysis. Everyone who took part in our program had extensive background knowledge in web-technological pedagogy and was well-prepared to study online. Online learning is more easily adapted to by women than men, although neither gender nor length of service significantly differed in subject knowledge of web-technological pedagogy. Continued research revealed a relatively strong correlation between familiarity with web-technological pedagogy and preparedness for online learning. Some of the core concepts are online education, web-technological pedagogy, and physical education. There has been a flurry of recent research on the concept of "technological readiness and online learning self-efficacy" in a number of disciplines. The majority of studies examining this relationship have shown an inverse relationship between the two variables. Finally, studies examining physical education at the university level are quite rare, especially in China. In this research, 305 Chinese students participated in the PETE program to see whether their level of technical preparation was related to their confidence in their ability to learn online.

KEYWORDS: Faculty Growth, Online Education in Sports Training, Pedagogical Enhancement, Sports Education.

INTRODUCTION

Sport development is a basic objective for all nations since it improves top performance and creates opportunities for broad engagement. There are phases of development, such as coming into being and reaching one's maximum potential (Ali, 2020). The word "sport" may mean any kind of competitive activity involving two or more people. In sports development, the elements that lead to a sport's actualisation and realisation are considered and taken into consideration as the sport is elevated from a lower to a higher level. Every nation across the world offers its citizens access to sports as a social benefit. But there must be rules and regulations for sports for them to succeed. Researchers in Nigeria have shown that university athletics are losing ground in the country. This pattern mirrors a worldwide tendency whereby many educators regard extracurricular activities with scorn, considering them unrelated to their pupils' academic endeavours. It seems to reason that schools would be the ideal locations to encourage athletic development. No matter how reserved a kid may be, they may all benefit from regular physical activity, and a good PE program takes use of this desire. Physical education, which starts in schools with organised, graded instruction given by trained experts, is essential to the development of sports. Currently, Nigeria's secondary PE programs are in a terrible condition. This contradicts the educational practices of the time, which the Nigerians call the colonial age. Back in the day, every school had daily physical education classes that were heavily structured like military drills. Every single teacher has to lead their students in thirty minutes of "vigorous regimented physical activities" during playtime. Not only that, but there was a set break each day for a variety of sports and activities. This ensured that every kid understood the significance of athletics and maintaining a healthy lifestyle. By the time students completed elementary and secondary school, it was much easier and more practical to find students with innate athletic ability. Sports and physical education are falling out of favour in Nigerian schools. As a matter of fact, PE is a common component of many high school graduation requirements. Because of this, the subject has not generated much interest from either the school administration or the pupils. Secondary schools seldom include this into their curriculum, with the exception of a few of interest schools that throw a last-minute inter-house sports event once a year. The researcher don't understand why students are expected to play sports in this environment without proper training (Bower, 2019).

BACKGROUND OF THE STUDY

Coaching had to be set up before sports could be deemed a professional activity. The role was completely established by 1914 after gradually becoming increasingly professional during the Victorian period. Units in the First World War sought out the coaches so they could keep tabs on the physical training procedures and form morale-boosting squads (Cao et al., 2020). When organised sports first started to gain traction in North America and Europe in the mid to late 19th century that is when the sports business got its start. One of the first examples of sports commerce was the 1870s American founding of professional baseball. There have been three main stages in China's sports industry. Beginning in 1978 and continuing until 1992 was the first stage, called the Exploratory Stage. Formative years, spanning 1993–1996, comprised the second stage. Stage three, development, encompasses the years 1997 and up to the present. This historical research delves into the pedagogical content, curricular settings, historical circumstances, policies, and faculty training of physical education. Additionally, it examines how PE as a course of study in school curricula changed during these four formative centuries. PE at Chinese universities is briefly covered in this article, although the focus is mostly on PE in primary and secondary schools (Brooks et al., 2020).

PURPOSE OF THE RESEARCH

Research and analysis of the historical development of the sports management profession, along with professional education and scientific research, can help clarify the process and laws governing its growth and provide insight into how to conceptualise its future. This document offers theoretical guidance for the growth of the sports management field, lays out a roadmap for that growth, promotes the establishment of that field in China, and guarantees and supports the development of both the sports discipline and a sports power. If the field of sports management is to advance, all of these factors must be considered. The practice of experiential learning allows learners to integrate classroom knowledge with practical situations scenarios. It's an active educational approach that incorporates learning by doing. Before leaving the academic setting, students could discover that real-world job experience, together with classroom reading and debate, is more useful for figuring out what they want to do for a living. Internships are a required component of the curriculum for students enrolled in over 80% of US sport management programs.

LITERATURE REVIEW

In contrast to other nations, where the field of sports management has been developing for quite some time and is now well-established, China's sports management industry is in its early stages. There have been some early results, but the system is still in its infancy and cannot be considered completely operational just yet. In sports management, the researcher may find a wide variety of approaches and methods (Chen et al., 2020). The knowledge and abilities gained in sports management programs fall far short of meeting the needs of modern society. Rather than emerging organically, the country's sports management major need to undergo sorting, excavation, study, summarisation, and refinement in accordance with the principles of discipline development and the findings of the historical process. Doing so will help to summarise the division's traits and the internal rules that governed its evolution. Discipline may be found in both of these ways. The standards for self-improvement that are laid forth by the establishment of China's sports management profession are identical to those standards. There are several ways in which the training of teaching instructors, the improvement of sports management teachers' professional theoretical level, and the integration of theory and practice in the classroom can all benefit from the development of a mature and comprehensive professional system for sports management. Beyond

this, it helps in developing leaders in the field, organising research teams, and enhancing the discipline team as a whole (Crawford et al., 2020).

RESEARCH QUESTION

- What is the impact of multimedia integration on faculty member's deadness?

RESEARCH METHODOLOGY

RESEARCH DESIGN:

Quantitative data analysis were conducted using SPSS version 25. The researchers used the odds ratio and the 95% confidence interval to measure the strength and direction of the statistical association. The researchers established a criterion deemed statistically significant at $p < 0.05$. An analytical description revealed essential attributes of the data. Data collected via surveys, polls, and questionnaires, together with data processed using computing tools for statistical assessment, are often evaluated using quantitative methods.

SAMPLING:

An uncomplicated sampling technique was used for the study. The research used questionnaires to gather data. The Rao-soft program determined a sample size of 1200. A total of 1350 questionnaires were sent; 1280 were returned, and 80 were rejected due to incompleteness. A total of 1,200 questionnaires were used during the inquiry.

DATA AND MEASUREMENT:

The study mostly used questionnaire surveys for data collection. Part B used a 5-point Likert scale to evaluate the importance of various channels, both online and offline, whilst Part A gathered essential demographic information. Essential information was obtained from several secondary sources, including internet databases.

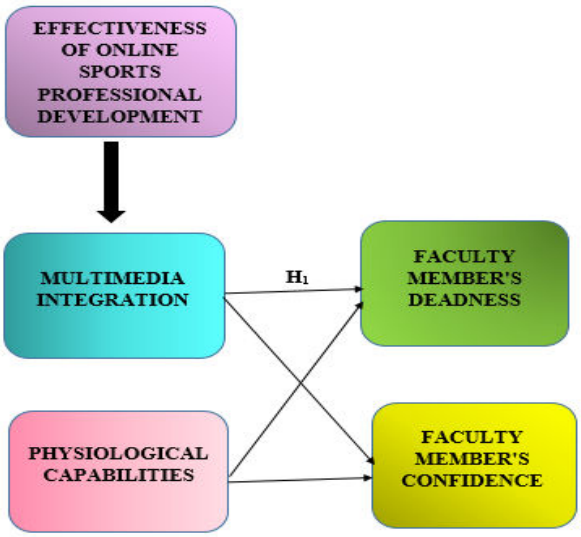
STATISTICAL SOFTWARE:

The statistical analysis was conducted using SPSS 25 and MS Excel.

STATISTICAL TOOLS:

Descriptive analysis was used to understand the fundamental characteristics of the data. The researcher must analyse the data using ANOVA.

CONCEPTUAL FRAMEWORK



RESULTS

- **FACTOR ANALYSIS**

Confirming the presence of latent components in observable data is a common use of Factor Analysis (FA). It is standard practice to use regression coefficients to generate ratings in cases when there are no readily apparent visual or diagnostic signals. Models are crucial for success in FA. The goals of modelling are to identify errors, intrusions, and apparent linkages. The Kaiser-Meyer-Olkin (KMO) Test is one tool for evaluating datasets that have been generated by numerous regression analyses. [They] make sure the variables in the model and the sample are really representative. There seems to be data duplication based on the numbers. Data is more easily comprehensible when proportions are smaller. A value between 0 and 1 is the output of KMO. The sample size ought to be sufficient if the KMO value falls within the range of

0.8 to 1. According to Kaiser, these are the acceptable limits: Kaiser has established the following standards for acceptance:

Middle grades often vary from 0.70 to 0.79, with low grades ranging from 0.050 to 0.059

Average grades from 0.60 to 0.69.

Having a quality point score between 0.80 and 0.89.

The interval from 0.90 to 1.00 astounds them.

Table1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .850

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

Claims made only for sampling purposes are legitimate, as shown by this example. The researchers conducted Bartlett's Test of Sphericity on the correlation matrices. A value of 0.850 indicates a satisfactory sample as per the Kaiser-Meyer-Olkin criterion. A p-value of 0.00 was derived using Bartlett's sphericity test. Given that Bartlett's sphericity test produced a positive outcome, it seems that the correlation matrix is not an identity matrix.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.850**
Bartlett's Test of Sphericity	**Approx. Chi-Square**	**4350.175**
	df	**190**
	Sig.	**.000**
a. Based on correlations		

Bartlett's Test of Sphericity further validated the overall significance of the correlation matrices. The Kaiser-Meyer-Olkin metric of sample adequacy is 0.850. The researchers achieved a p-value of 0.00 using Bartlett's sphericity test. The correlation matrix was deemed erroneous owing to the robust outcomes of Bartlett's sphericity test.

- ❖ **INDEPENDENT VARIABLE**
- **EFFECTIVENESS OF ONLINE SPORTS PROFESSIONAL DEVELOPMENT:**

Having access to high-quality professional development opportunities helps teachers grow in their careers, improve their pedagogical techniques, and set higher standards for student accomplishment. Investment in high-quality professional development is an investment in the long-term viability of the educational system. Professional development for educators should build on their current level of expertise, skills, and experience. By combining new knowledge with what they already know and can do, professionals may expand their horizons via continuing education. Using technology that enables direct contact, online learning is a way of learning. The researchers' shared goal in taking part in this event is to make it easier for parents and educators to guide their students' online sports education. In addition to honing their athleticism, mental toughness, analytical skills, and emotional resilience, athletes participate in sport-based learning to enhance their general health. For the greatest outcomes in sports education, teachers must possess a solid understanding of learning systematics and be adept at applying it in this setting. Particularly in the field of athletics, raising students' levels of self-awareness and general knowledge may motivate them to study more. Researchers may also assist students avoid mental health issues by bolstering their immunity via classroom sports instruction. Any human activity that is recognised as a sport often revolves on physical exertion and ability, with elements of competition or social interaction serving as secondary but no less important components. Groups formally manage the activity by establishing norms of behaviour. Online students gain superior time management skills as they are accountable for their own participation in class, rather than receiving a rigid attendance schedule from their instructors. As a result, students are able to learn more from their classes and become better managers of their time (Hogner et al., 2020).

❖ FACTOR

• MULTIMEDIA INTEGRATION:

Integrated multimedia refers to a presentation that uses a variety of source elements, including photos, videos, and audio. This kind of material is known as integrated multimedia. The phrase "interactive multimedia" describes a kind of multimedia in which the spectator or user has some degree of influence over the presentation and selection of individual parts. Text, music, images, video, and interactive elements are all part of what is known as "multimedia" when it comes to digital platforms and applications. Compared to content that often only uses one medium, this integration allows for the creation of a more engaging and immersive experience. Thanks to the universal digital format of ones and zeroes, "media integration" allows for the smooth blending of various forms of material. Thanks to this format, all of these different kinds of data may be handled by only one computer. Multimedia refers to the utilisation of digital material such as images, audio, and video together with interactive features and connections that enable the user to explore, participate, and build upon the content. Information may be presented using multimedia in an engaging and participatory manner (Hodges et al., 2020).

❖ DEPENDENT VARIABLE

• FACULTY MEMBER'S DEADNESS:

Professors and other researchers who work for schools like universities and colleges who do both teaching and research are called faculty members. The phrases academic faculty and professor are also thought to mean the same thing (Huang et al., 2020). Most professors have doctorates or other terminal degrees and are well-respected experts in their fields. Professors and other researchers who work for schools like universities and colleges who do both teaching and research are called faculty members. The phrases academic faculty and professor are also thought to mean the same thing. Having earned doctorates or other certifications, most faculty members are experts in their fields and can impart that knowledge to students. They have a significant role in several areas, including research, class instruction, academic advising, and curriculum development. Faculty members not only produce original research and research papers, but they also actively engage in academic activities and contribute to the body of knowledge in their specialities. Furthermore, faculty members often take on the role of mentors and role models for students, offering both academic assistance and advice to help students grow intellectually (Isaac et al., 2019).

• RELATIONSHIP BETWEEN MULTIMEDIA INTEGRATION AND FACULTY MEMBER'S DEADNESS

One of the most important ways to boost instructors' interest, enthusiasm, and preparedness to teach is to include multimedia into online professional development programs. For students with a wide range of learning styles, multimedia resources including video demonstrations, interactive simulations, voice feedback, and animated information provide a stimulating and engaging learning environment. Especially in practical areas like sports education, where visual and experience learning are vital, these technologies, when used properly, may greatly enhance instructors' comprehension of complicated ideas. So, by providing immersive, realistic, and real-world situations that connect theory to practice, multimedia integration directly helps to increase teacher preparation. After being exposed to diverse, interesting, and contextually relevant material, faculty members are more likely to feel comfortable and ready to use what they have learnt in the classroom. However, it's possible to misjudge a lack of interest, drive, and cognitive engagement due to a lack of multimedia or its improper use as professional "deadness," or an absence of preparation and excitement. Multimedia also allows for visual case studies, feedback loops that encourage reflective practice, and interactive discussion boards, all of which may promote collaborative learning and critical thinking. The cultivation of faculty readiness, the increase of instructional vitality, and the reduction of the risk of disengagement in an increasingly digital educational landscape can only be achieved through the deliberate and intentional integration of multimedia into online sports professional development (Tiberi & Piepoli, 2019).

Subsequent to the above debate, the researcher proposed the following hypothesis to evaluate the link between Multimedia Integration and Faculty Member's Deadness.

"H_{01}: There is no significant relationship between Multimedia Integration and Faculty Member's Deadness."
"H_1: There is a significant relationship between Multimedia Integration and Faculty Member's Deadness."

Table 2: H_1 ANOVA

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	39588.620	521	5289.62	1007.354	.000
Within Groups	492.770	678	5.251		
Total	40081.390	1199			

The result is statistically significant in this study. At the 0.000 significance level (below the 0.05 alpha level), the F value (1007.354) is deemed significant. This means the ***"H_1: Relationship between multimedia integration and faculty member's deadness."*** is accepted and the null hypothesis is rejected.

DISCUSSION

The flawed assumption that variables need to be related for multiple regression analysis forms the basis of this study's correlational analysis. However, numerous academic research have shown that this assumption is inaccurate. In sum, the results of this research showed that TR predicted OLSE and was closely associated to it. Preparation to utilise state-of-the-art technology via a variety of online learning platforms likely greatly aided students' OLSE. This article reports on a single research that examined the relationship between the two variables; however, the methodology used was far different from the current standard, which supported the findings. It is possible that students' natural inclination to embrace new technology, like online educational platforms, might actually work to their advantage, allowing them to do better in online classrooms. The extent to which students feel technologically prepared also has the potential to positively impact their confidence in their ability to complete the online academic assignments. Additionally, optimism was shown to have a strong correlation with and a beneficial effect on OLSE. The concept that individuals may have more control over their lives by using existing technology is what "OPT" refers to. Furthermore, optimists often assume they are proficient with a technological instrument and that it will enable them to do tasks more rapidly and efficiently. Consequently, students' capacity to accomplish educational activities in an online setting may be enhanced if they are proficient with technical resources, such as online educational learning platforms. In addition, academics have acknowledged optimism's value for its effect on psychological regulation, self-control, and self-efficacy, particularly in a digital setting.

CONCLUSION

It is of the utmost importance to place a strong emphasis on the practical repercussions that the results of the research brought about in order to arrive at a conclusion. This is because it is of the greatest relevance. It is possible that gaining a more in-depth understanding of the dynamics of online learning in sports students might result in the production of useful insights that could be employed in the development of educational platforms and instructional methods that are much more effective. Assembling a greater quantity of information is one way in which this objective may be fulfilled. In spite of the fact that it is placed inside a specific context, the current study provides early data that has the potential to be applicable to a broad variety of contexts that are associated with education. As a result of this, it is very necessary to do further research in the future in order to validate and expand upon the results that the researchers have collected. The findings of the research have the potential to provide insightful information that might be used in the formulation of educational policies and programs at the national level. This possibility may be further explored by expanding the research, which is an essential point to keep in mind.

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