

## Comparing the Educational Quality of Physical Educational Course Between Conventional and Distance Education System

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**Abstract:** Present research was aimed to compare the educational quality of physical education course in respect to conventional and distance education in Ardabil. Statistical universe included all students which study physical education in B.S degree at state university in 2010-2011 academic years. Using stratified random sampling, 404 students (230 male and 174 female students) were selected based on Kreschi- Morgan table and taken into account the adequacy of the sample. This was an ex-post-facto study. Data gathering was done via four class questionnaire-80 questions on quality of research sample education and personal information questionnaire and one self-concept questionnaire. The data analyzed via spss v.16 statistical software by using independent two samples T test. The results showed that there is significant difference between two conventional and distance educational systems in terms of educational quality. In the physical education course the quality of education is theoretical course is higher than those in distance educational system. But is not significant difference relation to practical course in the two systems. Among the distance educational learners, the score of practical course is higher compared to that of conventional training group.

**Key words:** Conventional education • Distance education • Physical education • Educational quality • Academic self-concept

### INTRODUCTION

Training should be considered in relation to cultural, social and economic development. Today the importance of knowledge as an essential element of development has influenced government focus toward development of human knowledge resource.

It is obvious tendency in developing countries as well as under development countries in spite of different environmental conditions, preferences and challenges [1]. However there are some differences between development societies, developed and industrial countries and under developing societies. Generally, developed societies have immediate responsibility to new demands by renewing the systems structures and their procedures, while the lack of efficiency in entity and traditional procedures prevent to appropriate response as the changes occur in under development societies. So these changes cause to new problems rather than solving them [2].

Today, there has been significant increasing focus on quality of high education in universities [3] and has been emphasized on research in international level [4]. Academic learning has been very important term in respect to evolution of high training system, the growth of information and communication and the relation of knowledge to charge [5]. In recent two decade, it has been considerable growth on educational issue in Iran. But the capacity of universities can response only too few percent of interested volunteers. According to the mentioned discuss, it seems inevitable to planning and make an investment on training to train specialist human resource in many academic fields [6]. Part time training is a new form of high education in the world. It has been in process of execution in the most advanced countries, because of many specific characteristics. The beams of training service go further up local universities and class limitation by enjoyment of new training methods. It has been fold up the boundary of country by using advanced technology, it has covered all farthest regions even many

small cities with the fewest numbers of people. The research of [7] showed that generally, independent study and self-taught have significant influence on learning skills of students. Also students who has trained as self-study and self-taught has higher level of learning than others groups. Keshavarz [8] showed that can be taught football course by using distanced education method and by using training aid and by reduction attendance hours without declining training quality. Block, Udermann, Felix and Reineke [9] has conducted a research as Development and satisfaction about the online healthcare training in contrast to traditional one. The aim of the research was to study progress degree and the satisfaction degree in students who participate at online and traditional healthcare training classes.

The results showed that all participants filled the satisfied and perceived. It means, there is no difference between two classes. It hasn't been observed any difference in terms of age, employment status and attendance year on school. But in general, progress degree in online class was positive, so it has been suggested using online class instead of traditional one. Physical education course has significant importance for some reasons; young population of our country, changing the attitudes of people in last two decades, some cultural and social consideration, required specification and optimal investment on educating and training specialist human forces. Obviously universities and high educational institutions can't response to all needs or all requests of many high education volunteers, while keeping its quality only by using conventional system. So, it seems reasonable to use part time training system and distanced training to increase accept capacity and to use educational facilities optimally. Due to some specific characteristic and its covering power, the method is the complementary method to the conventional training system in responsibility to all social need related to training human resource. Considering issue mentioned above, it has been conclude that in recent century, due to development of technology, increasing trend of population, economic problem and geographic distribution demands to more trainee individual's willingness to self-motivating, self-training and improving the quality of training [2]. Cause to distance education systems being along the conventional training system; in this research, it has been focused on the quality of education in physical education course as an academic course including various theoretical and practical courses. Also, it has been used conventional training course in Iran-Ardabil as well as other provinces.

The frame work of problem mentioned above provide several general question which each of them include some specified question such as:

- Are there any differences between the educational qualities of physical education course students in two systems?
- Is there any difference on educational quality of physical course students associated with two training systems in theoretical specialty course (physiology, measurement in physical education, management and processing the matches, movement growth and evolution)?
- Is there any difference between two training system on practical course in terms of educational quality and self-concept?

**Methodology:** This research was focused on the nature of research subject to compare the educational quality of two training systems. The background an experience of students has compared in two types of training system by using an ex-post-facto Analyze.

Statistical universe include 404 students, who studies physical education course at B.S Degree in state universities of Ardabil, Iran year; 2010-2011 which 178 of them studied at Mohaghegh University, conventional training system and 226 studied at MeshkinShahr and Ardabil Payame Noor Universities, distanced learning system. Each selected systems include 6 classes and each training groups include 60 students. The lessons selected by random sampling method. At first, by considering all lessons which presented at first semester, 2010-2011, in both two universities and by considering the nature of various lessons on classified groups, one lesson has selected from each group, which it is as follows:

- Physiology, in basic ecology lesson groups
- Measurement on physical education in problem solving and analytical lesson groups
- Management and processing the sport matches, in theoretical lesson groups with human science nature
- Motional growth and evolution in learning and growth lesson groups.
- Individual practical lesson groups
- Volleyball, in group practical lesson groups

In order to sampling the various classes of universities running physical education course in Ardabil, Iran has been used cluster sampling. It has also used to sampling examination groups in two training systems and the significant level that was acceptable is minimum 5

percent. It has been used four closed questionnaire in each course of research sample, to study the educational quality students on theoretical course. The questionnaires contain 80 multiple questions, has obtained equally from each lesson resources of two groups.

The questionnaires has completed in each final examination session and after general examination subjects. In theoretical course, the sample lesson include: sport physiology, measurement on physical education, management and processing of sport matches. Background experience of students has studied through examining the average scores of their diploma, their educational self-concept scores and personal specification variables (age, gender, marital status, employment status and the way of paying university charges and the order of choice physical education course in the state final entrance examination). The diploma degree scores and the order of choice physical education obtained through questionnaires, theoretical lessons and the scores of self-concept level obtained by using self-concept questionnaire. The reliability of questionnaire was calculated using Cronbach's Alpha ( $\alpha=0.73$ ).

## RESULTS

Table 1 shows that there is significant difference between two educational systems in terms of the educational quality of physical education students. So, the mean score of educational quality of distance group (12.63) is lower than conventional group (16.48) in all the theoretical lessons significantly.

Table 2 shows that there is significant difference between two educational systems in terms of the educational quality of physical education students in theoretical sample lessons. So, the educational quality in the part-time attendance group is lower than of attendance group.

Table 3, indicated that in comparing of two groups (conventional and distance education),  $t_{(47)}=2.02$  and  $t_{(47)} = -1.14$ ,  $P > 0.05$  showed that there is no significant difference between two systems in terms of the educational quality physical education students in practical lessons.

Table 4 showed that there is no significant difference between two systems in terms of self-concept rate.

Table 1: Comparison of the educational quality of physical education students in two educational systems

Groups	frequency	Mean	Std. deviation	df.	T	significant
conventional	182	16.48	0.7	315	-4.13	0.002
Distance	135	12.63	2.2			

Table 2: Comparison of the educational quality of physical educational students in dimension of physical education

Dimensions	Groups	N	Mean	Std. deviation	df.	t	Significant
Physiology	Conventional	33	16.45	2.19	52	-5.3	0.00
	Distance	21	10.82	3.99			
Measurement on physical education	conventional	31	16.75	2.67	51	-10.4	0.00
	Distance	22	9.54	2.18			
Motor development	conventional	21	16.65	1.63	47	-7.1	0.00
	Distance	28	13.28	1.68			
Sport Management	conventional	30	17.32	1.45	47	-8.4	0.00
	Distance	19	10.80	2.28			

Table 3: Comparison of the educational quality physical education students in practical lessons: Volleyball, Track and Field

lessons	Groups	N	Mean	Std. deviation	df.	t	significant
valleyball	conventional	34	15.39	3.15	47	-2.02	0.25
	Distance	15	15.75	1.80			
Track and field	conventional	30	14.54	3.01	61	-1.14	0.06
	Distance	33	14.72	1.66			

Table 4: Comparison of the self-concept level in two educational systems

	Groups	N	Mean	Std. deviation	df.	t	significant
self-concept	conventional	60	107.89	11.6	117	-0.74	0.46
	Distance	59	106.03	7.31			

## **DISCUSSION**

The findings of this study indicated that the educational quality of physical education students [part-time attendance training system (PTATS) or full-time attendance training system (FTATS)] in theoretical lessons, in attendance system (PT) is lower than other group. Even the difference among them is significant statistically. For instance in physiology lesson, average scores of PTATS students (10.82) was lower than FTATS students (16.45). The quality of education, in measurement and scoring lessons, among the PTATS students was lower than FTATS one. (Average scores 9.45 and 16.75 respectively). Also, average scores of PTATS students in the motional growth and evaluation, (13.28) was lower than average scores of FTATS student, (16.65).

In management and processing the math lessons, score of PTATS students, (10.80), was lower than FTATS students, (17.32). Then we conclude that there are some shortcomings in training theoretical specific lessons at part-time training system, as a result it cannot compete with attendance training system. However, it could be realized by identifying the shortcomings and providing appropriate and efficient education. It has been reported these differences resulted from being absent most of students in problem-solving classes, lack of scientific board in physical education course in the Payame Noor University and the lack of sufficient attention to physical education course in the universities. These results don't support Farahani's research [6] on "self taught and independent study and its role on learning skills of students studying physical education course" which has demonstrated that students training by self-taught method have higher levels of learning skills than students learning by attendance in classes.

According to the research, there is not any significant difference in the quality of training practical lessons in PTATS and FTATS. For instance volleyball scores of PTATS students 15.75, was higher than FTATS students 15.39.

The quality of education in Field-running in PTATS was higher than FTATS students, (average scores; 14.72 and 14.54 respectively). This result is consistent with the findings of [7-8] and [10].

There is not statistical significance difference between two training systems in terms of background experiences of students. For instance the diploma average variable of PTATS students was 13.47 while it was 14.34 among FTATS students. So, it can be said that there is not significant difference in diploma average between two

groups. Self-concept variable among the PTATS students was the average score of 106.3 while it was 107.89 among the FTATS group, so, there is not significance difference between two groups in terms of self-concept level variable. This finding is compliance with Farahani [6-10].

## **CONCLUSION**

As mentioned before, today, distanced education, which has 150-years background, have been interested many developed countries. New technology developed a big revolution on the distanced training system and it is hopeful to bring the new way of training with the best quality, continuously and general [11]. Physical education course has gained significant importance for some reasons; young population, changing the attitude of people toward sport in last decades and training education more national, global champions and some cultural and social consideration, necessity of more attention toward it and optimized investment on training and educating specialist human sources.

It is obvious that students studying in Payame Noor University of Iran, so, they will perform many sport activities and will employ in many institutions of the province after graduation. Then, it required important attention to educational quality and providing suitable facilities in Payame Noor University.

This research demonstrate that distance education system of physical education course, applying just one training medium to train Physical education - self-taught book – is capable of training this course in academic levels. Among the main limitations of this study is the lack of tendency on the part of some of the informants to complete the questionnaire. All informants were promised to be individually and confidentially provided with the results of their answers.

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