

## Study of Physical Education Educators' Capabilities in Providing Active Teaching Methods Due to COVID-19

Mohammad Bagher Forghani Ozrudi

Young Researchers and Elite Club, Babol Branch, Islamic Azad University, Babol, Iran

Ali Yaghobi\*

Department of physical education, Babol Noshirvani University of Technology (BUT), Babol, Iran

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### Abstract

**Background:** This study was descriptive, analytic applications that aim to determine of Study of Physical education teachers' capabilities in Mazandaran University of educators in providing active teaching methods were performed. **Method:** Two types of questionnaire to collect data from students and educators, teacher training centers in Mazandaran University were analyzed. Semi-structured interviews were carried out by highly qualified teachers. Moreover, the study also documents, the unit responsible for libraries, educational technology and teacher training institutions in the field of laboratory facilities and the services units were interviewed. In this study, 56 teachers and 207 students were examined. **Results:** The results of testing hypotheses show that the amount of teaching experience and qualification of teachers and facilities, Educational Technology Center and the amount of library facilities and teacher training institutions selected by the instructors teaching methods and valid relationship is not statistically significant ( $\alpha > 0.05$ ) and the way teachers teach and students to conduct research activities and research interest rate relationship is valid and meaningful. Teaching between teacher and student learning outcomes are valid and statistically significant relationship exists ( $\alpha \leq 0.05$ ). **Conclusions:** Based on instructional objectives and course content and learning conditions to select an appropriate method for teaching and to deepen students' educational media makes maximum use of the facilities.

**Keywords:** Educators' Competency, Active Teaching, Capabilities, COVID-19

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\* **Author's e-mail:** mohammadbagher.forghani@gmail.com; ali.yaghobi@nit.ac.ir  
(Corresponding Author)

## INTRODUCTION

The method of teaching is one of the most important issues of education has long been of interest to philosophers and those involved with education issues has been (Metzler & Colquitt, 2021). As far as teaching methods are important in teaching a group of scholars in education, fluency is more important than knowledge teaching methods, teachers have the experience has shown that teaching methods of teachers who have mastered their colleagues who rely only on scientific information have been more successful (Eggen & Kauchak, 2020).

Learning is a process of acquiring knowledge or skills through study, experience, or being taught. Any freak accident that happens in the world will always leave its impact on education & so the epidemic of COVID 19 has its footprints on education (Radha1 et al., 2020). Most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of Covid-19 pandemic (Zhu, & Liu, 2020).

One of the main pillars of education, the approach taken in many cases, the learning problems that arise due to the difficulty of teaching (Copland et al., 2014). In addition to having an outstanding personality, knowledge and understanding of the principles and practices of teacher education is another important factor that can make him more successful in your work and will confirm.

Today, as teachers work other jobs to other specialty needs (Eirín-Nemiña et al., 2020). So that teachers have no knowledge of psychology, philosophy and principles of learning, teaching methods and techniques (Jordan et al., 2008), will never be able to properly perform their monumental task. If the principles and objectives of teacher education, the characteristics of learners and their needs, teaching methods and techniques and other skills training may not be able to field learned Talents (Shabani, 2019).

"John Dewey," a precursor to the Progressive Education announced that students should instead be addressed to them "work through" teaches (Kwok, 2018). "Miller" believes that teaching methods that surround actively involved in their learning probably those who do not provide such a case it is useful (Pourzahir & Shaarinejad, 2020).

The core of the training is the same way because most methods and tools used in education itself has an effect (Dunlosky et al. 2013). In fact,

we can say that the influence of the application method (Cajiao & Burke, 2016). Training with lecture discussion method of teaching for conceptual purposes, such as problem-solving ability and is less effective (Peter, 2012).

Because the most important part of teacher training institutions to invest in the education system is that teachers and students are tomorrow's society. So teachers using appropriate teaching methods and innovative use of a variety of educational media can create learning more and more deeply into the material leaving the mind as well as the ability to act to strengthen and develop students' skills to be effective. The future teachers with abundant reserves are responsible for educating the next generation of our society. So overall objective of this study was to determine the Study of Physical education educators' capabilities in Mazandaran University in providing active teaching methods due to COVID-19 are based on the findings that were presented suggestions for teaching methods.

## **METHOD**

This study was a descriptive, analytical and practical. In this study, Due to the limited number of subjects and the same samples were analyzed and 56 educators' and 207 students of physical education. Data collection in this study were two types of questionnaire and interview. A questionnaire containing closed and open questions and answers separately for teachers and students, according to the research questions and hypotheses set. Closed questions answered on a Likert questionnaire have been prepared and Continuum was prepared in a five floors. Semi-structured interviews with eight faculty members teaching or conducting some experiments were performed and documented during the study, with officials from the department of physical education in theoretical and practical in Mazandaran University of educators, centers of facility done the interview, was the subjects of service. In order to determine the reliability coefficient of the measuring instrument is used to test and retest or run again to determine the validity of the content validity of measurement tools used to. The analysis of collected data, descriptive and inferential statistics was used. The data obtained in this study table, frequency distribution, percentage, and is shown in Fig. To test the hypotheses regarding the variable quality of the fitness test, chi-square ( $X^2$ ) was used.

## RESULTS

The findings showed that 59% of educators' High level of active teaching methods they use too much. 42% of educators' in high and very high levels of educational media use. 86% of educators' have expressed the need to attend training courses relevant to their teaching methods. 50% of the educators' reasons for not using active teaching methods of educators' lack of familiarity with the code and returns it as a way of teaching & 25% of educators' due to the mismatch of the season with a long training courses (the high end of the season and a bit of training hours devoted) know and 21% of the educators' in this affair interest and motivate students to improve their academic subjects they teach. 60% of the educators' in their assessment of Library and Reference books in the library of teacher training institutions as very good and has been good. 73% of the educators' in their assessment of the possibilities of educational technology, educators' training institutions and has been good as well.

**Table 1:** Relationship between teaching experience and Choice of teaching methods

Variable	$\chi^2$	df	sig
Teaching experience	38.25	3	0.001
Choice of teaching methods			
Students' interest in scientific – practical	32.27	3	0.001
Choice of teaching methods			
Students learning	33.42	3	0.001
Choice of teaching methods			

Results testing hypotheses show that there is a significant relationship between teaching experience and Choice of teaching methods ( $\alpha \leq 0.05$ ); There is a significant relationship between students learning and teachers' teaching practices ( $\alpha \leq 0.05$ ); There is a significant relationship between Students learning and Choice of teaching methods ( $\alpha \leq 0.05$ ), (table 1).

**Table 2:** Relationship between Research components and choice of teaching methods

Variable	$\chi^2$	df	sig
Teacher qualification	1.525	3	0.329
Choice of teaching methods			
Educational technology resources	1.742	3	0.317
Choice of teaching methods			
Library facilities	1.563	3	0.384
Choice of teaching methods			

There is no significant relationship between educators' qualification and selection of teaching methods; there is no significant relationship between educational technology resources and teaching methods in physical education instructors; there is no significant relationship between library facilities and selection of teaching methods (table 2).

## DISCUSSION

Present study aimed to Study of Physical education educators' capabilities in Mazandaran University in providing active teaching methods due to COVID-19. Study findings confirm the hypothesis that the relationship between teaching experience and educators' choose teaching methods, he does not have a valid and significant. The results of the present study are consistent with the results of Hamidikhah (2009). He in their study reached the conclusion that the way teachers teach and new ways of teaching experience, they are not statistically significant. Sodagar et al (2018) in their study reached the conclusion that there is no meaningful relationship tendency toward active teaching practices among educators' with less experience.

The results of the study showed that the relationship between education educators' and his teaching method is valid and significant. Mirkamali, et al. (2019) in his research found that there is no significant relationship between level of educators' attitudes and teaching practices to enable their qualification. Rahimimand & Abbaspoor (2013)

in their study reached there is no significant the conclusion that education level of teachers and the use of modern methods of teaching.

The results show that there is no significant relationship between teacher qualification, educational technology resources, library facilities and selection of teaching methods. But there is significant relationship between teaching experience, students' interest in scientific – practical, students learning and Choice of teaching methods. Waqur Kashani et al. (2019) in results that confirm the above is achieved between school facilities and the methods taught by professors, there is no significant relationship between teaching faculty and the students' tendency to carry out activities there is a significant relationship Research and study.

Study findings confirm the hypothesis that the way teachers teach and students learn the extent valid and statistically significant relationship exists. Okhowat et al. (2017) own research concludes that training lecture for high-level cognitive goals, such as creating more effective problem-solving abilities, impact of group discussion as well as the creation of view learn more recipients of lecture. Rezaei (2020) in his study concluded that there is a significant relationship between teaching practices and student achievement.

## **CONCLUSIONS**

According to the results of this research are required in selecting and organizing the course uses active teaching is required. For teachers, short-term and long-term service to be held in specialized teaching methods to prepare teachers to use teaching methods will enable. Dear teachers based on instructional objectives and course content and learning conditions to select an appropriate method for teaching and to deepen students' educational media makes maximum use of the facilities and also due to the use of active teaching methods of isolation and passive barrier to student's teachers, most of the way across the board.

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