

Improving The Dedication And Confidence Of Faculty Members Via Online Sports Professional Development

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ABSTRACT

This study aimed to measure the association between teachers' online learning readiness and their understanding of web-technological pedagogy across many demographic variables, such as gender, school level, and tenure, in the field of physical education and sports. Methods: To that end, 180 volunteer high school and physical education coaches participated in the research. In addition to the data form that was created by the researcher, the Web-Technological Pedagogy Content Knowledge and Online Learning Readiness Scales were also used to collect information for the study. Statistical procedures such as one-way analysis of variance (ANOVA), linear regression, T-test, and Pearson's moment correlation coefficient (r) were used for the data analysis. The participants demonstrated a strong understanding of web-technological pedagogy and were well-prepared for online learning. Results: Despite no statistically significant differences in topic knowledge of web-technological pedagogy by gender or service time, women were found to be more prepared for online learning. Additional research showed that there is a rather strong relationship between online learning preparedness and web-technological pedagogy subject understanding. The foundational ideas include web-technological pedagogy, online learning, and physical education. The term "technological readiness and online learning self-efficacy" has lately garnered a lot of attention from researchers across several fields. Most research on the subject has shown the opposite to be true: that the two factors are inversely related

Keywords: Online Sports Professional Development, Faculty Confidence, Web-Technological Pedagogy, Online Learning Readiness, Physical Education, Technological Readiness....

1. INTRODUCTION:

It is becoming more and more important to keep learning in the school system, which is changing quickly. It makes teachers' jobs easier and better. For example, the use of modern technology in physical education has changed what people thought they knew about it. Sports teachers need to learn how to use virtual settings more and more because online learning is getting better so quickly. Educational researchers and groups are very interested in finding out what the possible benefits of online sports professional development for teachers are in terms of keeping their passion and confidence up.

Faculty commitment is the time, effort, and enthusiasm that teachers put into their jobs. On the other hand, confidence is the belief that one can teach students well. When it comes to teaching kid's sports and other physically demanding activities, these traits are very useful. Moving to digital platforms has made things harder, so it's important to give teachers the tools they need to feel safe and do their jobs well online (Baran et al., 2021).

This study looked at how online professional development programs affect teachers' cognitive and job skills to show how important they are for sports teachers. It goes into great detail about how faculty members' physical abilities and use of multimedia affect how well they can adapt to

and get the most out of online development programs. Integrating multimedia into lessons may make them more interactive, which is good for both students and teachers. It might also make it easier to give people dynamic content. A sports teacher's confidence depends a lot on how fit, strong, and coordinated they are, especially when they are teaching physical education and showing their students how to work out properly (Phan & Ngu 2021).

The survey also asks teachers how sure they are of themselves and how "dead" they are (unmotivated, unengaged, or tired). The goal of this study is to find out more about the connection between the health, professional vitality, and teaching skills of sports faculty members. This will help these things get better in online training programs.

In the end, looking at the data should show how the digital revolution is changing how teachers teach in the classroom and give districts new ways to help teachers through high-quality online professional development options.

BACKGROUND OF THE STUDY

In recent years, more and more people are getting their education online. This has changed a lot how colleges and high schools train their future teachers. The COVID-19 Act sped up this change by requiring all teachers, including those who teach PE, to utilise digital tools and

platforms in the classroom. People are becoming more interested in how well online professional development works, especially when it comes to teaching characteristics like self-confidence and tenacity (Gao & Zhang, 2021). It must have been hard to switch to a digital environment for physical education, as it has historically depended on hands-on experience.

Professional development programs may help teachers set the stage for a lifetime love of learning. Online sports professional development (OSPD) programs have made it easier and more flexible than ever for sports teachers to get training. Their technical and teaching skills will become better (Sloan et al., 2022). These classes might be very helpful for teachers who wish to become better at using digital tools and multimedia to provide fun physical activities and demonstrations for their pupils. Faculty members should have faith in themselves since it affects how they teach, how they run their classrooms, and how well their students do (Al-Fraihat et al., 2020).

The faculty's devotion is just as important as their self-confidence. This shows that a teacher is passionate about and dedicated to their work. Teachers are more dedicated after going through professional development because it makes them feel ready and motivated. Students are pleased, and instructors are better at their jobs as a consequence (Chen et al., 2021). But the efficiency of OSPD may depend a lot on things like how well it can combine multimedia and physiological abilities. Teachers may make learning and teaching better by employing multimedia resources like video demonstrations, simulations, and feedback in real time (Karaalis & Raikou, 2020).

Sports instructors' physical traits, such as their stamina, agility, and overall health, are also important for how well they can adjust to online teaching. These skills are commonly spoken about in real life, but they are still very important in virtual classrooms since teachers have to show students how to do things, keep an eye on physical models, and talk to students via screens. Research is showing more and more that there is a link between teachers' physical health and how well they do in the classroom (Wang et al., 2023). For instance, Zhou and Liu (2022) say that teachers who are physically fit are more confident and able to bounce back from tough classroom conditions (Zhou & Liu 2022).

PURPOSE OF THE RESEARCH

This study aims to find out how the physical abilities of teachers in online sports professional development courses affect their confidence PE teachers need to get used to the fact that more and more schools are using digital tools for teaching and training. Teachers need to be confident in order to keep their students' attention in online classrooms. This is especially true for teachers of subjects that require a lot of physical activity, like sports. The main question that this research tries to answer is whether or not teachers' self-confidence is affected by or predicted by how fit, strong, and agile they are when they do professional development online. The second goal of the study is to find out if and how teachers' physical abilities affect how ready and confident they feel about teaching online.

LITERATURE REVIEW

Teachers need to be getting professional development so they can keep up with how quickly technology is changing. This is because more and more schools are using digital tools for learning. Online professional development has grown more and more important in the past several years for sports teachers to learn how to teach effectively in virtual classrooms (Peterson & Scharber, 2021). OSPD programs not only educate instructors more about digital technology and new ways to teach, but they also make teachers feel better about their jobs, boost their self-esteem, and make them more committed to the classroom (Gurley, 2020).

Studies suggest that instructors feel surer of themselves when they take part in professional development. This, in turn, makes students more motivated, enhances their teaching, and gets them more engaged (Rahman et al., 2021). Teachers who have faith in themselves are more likely to use technology in exciting ways, try new things with their students, and change their classes to meet the needs of each student. (Ozdemir & Bonk, 2023) say that teachers are more likely to employ technology in their courses when they attend to professional development programs that include interactive modules and aid accessible right away. This is particularly important for sports training since programs that include hands-on exercises and demonstrations of methods need to be able to easily switch to a digital context.

Quality training also affects how dedicated teachers are to their employment, which is how hard they work and how often they do it. (Lee et al., 2020) found that instructors who obtain a lot of professional help are more likely to stay interested in teaching, less likely to burn out, and more committed to their jobs. Physical education teachers need to be active and motivated. Online training should include lessons and the mental health of the teachers. According to research (Sampson et al., 2022), customised online training for physical education teachers, such as multimedia simulations and virtual coaching, makes them more dedicated and helps them teach better.

Multimedia is a key part of how OSPD works. (Nguyen & Balakrishnan, 2021) think that online learning environments might be more entertaining and resemble a real classroom if they have video demos, games, and ways to provide feedback right away. This kind of integration makes students more interested and helps them study better. Teachers who have taught multimedia classes in regular classrooms are more likely to think that they can utilise the same methods in their online classes. This gives them greater confidence and fresh ideas for teaching.

People also often forget how their physical abilities affect them. Teachers of movement-based disciplines, like PE, should be in great shape, smart, and know a lot about health. These traits affect how mentally ready teachers are to teach PE online, which in turn affects how well they can present exercises (Kumar et al., 2022). Research found that teachers who were active in their free time were far more confident and less anxious when they taught online. Adding wellness modules or physical activity to OSPD programs is good for the health and self-esteem of faculty members (Zhou & Chai, 2023).

We don't know enough about the specific problems and factors that make it hard to teach sports online. There haven't been many talks on how physiological traits and technology use could affect professional traits like commitment and confidence in the teaching profession (Cruz & Delos Santos, 2023).

RESEARCH QUESTIONS

How do physiological capabilities influence the confidence levels of faculty members participating in online sports professional development programs?

RESEARCH METHODOLOGY

Research design:

Quantitative data analyses were performed using SPSS version 25. The researchers used the odds ratio and the 95% confidence interval to quantify the intensity and direction of the statistical link. The researchers set a threshold considered statistically significant at $p < 0.05$. A descriptive analysis revealed key characteristics of the data. Data obtained via surveys, polls, and questionnaires, together with data analysed using computational tools for statistical evaluation, are often examined using quantitative approaches.

Sampling:

The investigation used a straightforward sampling strategy. The study team employed questionnaires to collect data. A total of 1200 individuals were selected for the sample via the Rao-soft algorithm. We sent 1350 questionnaires, got back 1280, and had to discard 80 due to incomplete information. The research used a total of 1200 surveys.

Data and Measurement:

The research mostly used questionnaire surveys to collect data. Part B used a 5-point Likert scale to assess the significance of several channels, both online and offline, while Part A solicited fundamental demographic data. The necessary information was extracted from several secondary sources, including online databases.

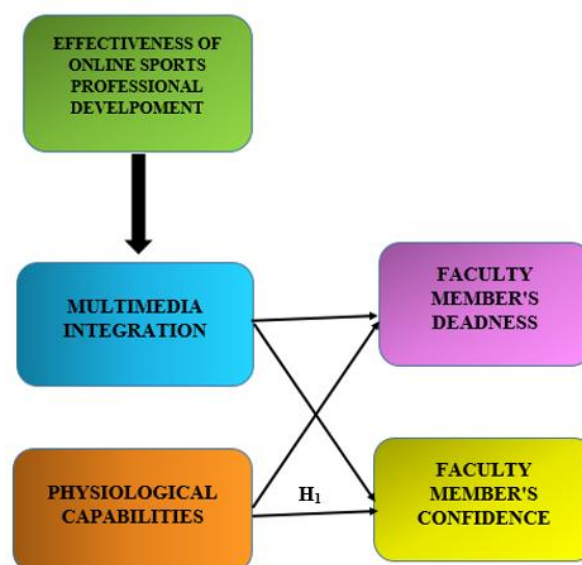
Statistical Software:

The statistical analysis was performed with SPSS 25 and MS Excel.

Statistical Tools:

Descriptive analysis was used to comprehend the essential nature of the data. The researcher must analyse the data with ANOVA

CONCEPTUAL FRAMEWORK



RESULT

Factor Analysis

Factor Analysis (FA) is often used to confirm the presence of latent components in observable data. In cases when there are no readily apparent visual or diagnostic indicators, it is usual practice to generate evaluations using regression coefficients. Achieving success in FA requires models. Using models, one may look for errors, intrusions, and evident relationships. Datasets generated by multiple regression analyses may be evaluated using the Kaiser-Meyer-Olkin (KMO) Test. They check whether the variables in the model and the sample are reflective of the whole. Data duplication is evident from the numbers. The data becomes more comprehensible with smaller proportions. The result of running KMO is a number between 0 and 1. A sufficient sample size is defined as a KMO value between 0.8 and 1. These are the acceptable limits, as stated by Kaiser: According to Kaiser, these are the requirements for approval:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

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 just for sampling purposes are therefore shown to be legitimate. Researchers used Bartlett's Test of Sphericity to verify that the correlation matrices were relevant. A result of 0.850 is considered satisfactory by Kaiser-Meyer-Olkin. The results of Bartlett's sphericity test indicate a p-value of 0.00. If the correlation matrix

does not pass Bartlett's sphericity test, then it 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		

Additionally, the correlation matrices' general significance was confirmed by Bartlett's Test of Sphericity. If the sample is adequate, the Kaiser-Meyer-Olkin statistic will be 0.850. The researchers used Bartlett's sphericity test to get a p-value of 0.00. A notable outcome from Bartlett's sphericity test rendered the correlation matrix useless.

INDEPENDENT VARIABLE

Effectiveness of Online Sports Professional Development

Teachers may advance in their careers, refine their educational approaches, and raise the bar for student achievement when they have access to high-quality professional development opportunities. The sustainability of our educational system is directly linked to the level of investment in high-quality professional development. Educators' professional development should expand upon what they already know and can do. Professionals may broaden their horizons via continuing education by integrating new information with their existing skills and expertise. Learning that takes place online makes use of tools that facilitate two-way communication. Educators and parents will have an easier time guiding their children's online sports education if the researchers who are participating in this event work together. Athleticism, mental toughness, analytical prowess, emotional resilience, and overall health are all improved when players engage in sport-based learning. If sports education is to achieve its full potential, its instructors must be well-versed in learning systematics and skilled at implementing it in the classroom. Motivating kids to study more might be as simple as increasing their self-awareness and general knowledge, especially in the realm of sports. Therefore, students are able to get more out of their courses and develop better time management skills (Hogner et al., 2020).

FACTOR

Physiological Capabilities

Physiological Functional Capacity (PFC), which is defined as the ability to perform the physical responsibilities of daily life and the ease with which these activities may be completed, is known to diminish with advancing age, even in those who are in excellent health

(Cao et al., 2020). This is the case even in people who are in good health. Particular organs and the systems that are connected with them are responsible for carrying out the activities that are referred to as physiological functions. The term "physiological functions" refers to both the structure and the process that are involved in functioning. The ability to carry out the physical activities that are necessary in day-to-day living, as well as the ease with which these activities may be carried out, is what is meant by the term "particular functional capacity." PFC starts to deteriorate at some point in time, even in those who are in excellent health. This results in a lessened capacity to engage in certain types of physical activity (Brooks, et al., 2020).

DEPENDENT VARIABLE

Faculty Member's Confidence

An individual's self-assurance in their ability to arrange, carry out, and regulate their performance in order to solve a problem or finish a work at a given degree of competence and capability is referred to as self-confidence. When used in the context of an educational institution, the term "faculty" refers to the individuals who are employed here as instructors. In primary and secondary schools, the whole faculty is comprised of instructors, however in postsecondary institutions, the faculty is made up of academics. In addition, depending on the kind of higher education institution, researchers, scholars, and lecturers each have the potential to be regarded members of the faculty. This is because the researchers are more likely to be confident in themselves. We are also able to attempt again in the event that things do not work out the first time since we have confidence in ourselves (Ali, 2021).

Relationship between Physiological Capabilities and Faculty Member's Confidence

Health, fitness, stamina, and mobility are all examples of physiological abilities. These are very important for training in sports and physical education. These skills are not only natural but also very important for school and work, especially for jobs that require a lot of physical work. Physiological abilities can make a teacher less confident, which is an important trait for professionals.

A physical education teacher's confidence is often based on how well they can show things, how excited they are, and how well they can mimic real athletic performance (Kumar et al., 2022). When teachers are in good shape, they feel more confident and ready. This is especially helpful when they switch to digital settings, where being quick, flexible, and expressive is still important, even if they are on a screen.

It might be hard to teach sports online because there is no face-to-face interaction. Academics who are stronger and more resilient will be better able to deal with these issues. If teachers are in good shape, they might feel better about themselves, which could make them doubt their teaching skills, miss out on chances to improve their skills, and not

use what they learn in the classroom (Sampson et al., 2022).

Wellness modules, guided exercises, and ergonomics training are all part of professional development. Studies in related fields show that these things may help teachers feel better and do a better job in the classroom (Lee et al., 2020). When teachers are in good shape, they feel more stable mentally and emotionally during their online sessions, which boosts their confidence.

In short, physiological abilities are the most important part of faculty psychological preparation, and they include more than just physical traits. Professional development that focusses on specific skills may make faculty members much more confident. This can make teachers more dedicated to doing a good job and lead to better results in the classroom.

This prompted the researcher to postulate the following: Relationship between Physiological Capabilities and Faculty Member's Confidence

"H₀: There is no significant relationship between Physiological Capabilities and Faculty Member's Confidence."

"H₁: There is a significant relationship between Physiological Capabilities and Faculty Member's Confidence."

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	588	5114.221	1128.468	.000
Within Groups	492.770	611	4.532		
Total	40081.390	1199			

In this study, the result is significant. The value of F is 1128.468, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the ***"H₁: Relationship between physiological capabilities and faculty member's confidence"*** is accepted and the null hypothesis is rejected.

DISCUSSION

This study on online sports professional development found a strong and clear connection between how fit faculty members were and how sure they were of themselves. Teachers who work out and eat well are surer that they can teach well in any setting, even online. When it comes to how well physical education programs work, it's just as important to know and teach as it is to be able to physically model activities, talk to students in real time, and keep your enthusiasm up during class. Online classes don't give teachers as many chances to interact with

students in person, but they still need to show enthusiasm, clarity, and physical participation through their devices. People with stronger bodies seem to be better able to deal with these stresses, which helps them keep faith in their ability to teach. A professor's ability to lead activities, show students how to do things, and keep them interested while they work has a big impact on how confident they are in their ability to teach. People who answer these kinds of questions with confidence usually do so because they believe they can handle the mental and physical challenges of taking PE online. Getting your body ready not only helps you do better, but it also makes you feel better mentally. Teachers say they feel better, have more energy, and are more emotionally stable when they work out and eat well. All of these things work together to help you feel better about yourself and boost your self-esteem. This makes it easier to deal with the problems that come up when you teach from a distance. This view says that how confident someone feels about themselves depends on how they see their own physical abilities and the knowledge and skills they have gained. The link between physical skills and self-confidence shows how important it is to get all the help you can to move forward in your work. Online training programs that teach theory and digital tools don't pay as much attention to the teachers' mental and physical health. Training programs that put physical education teachers first are more likely to produce teachers who are confident and dedicated. These programs teach things like how to stay healthy, how to deal with stress, and how to use your body correctly. One study found that being in good shape can also help you feel less nervous and unsure when you teach online.

CONCLUSION

This study looked at how the number of online sports professionals has grown from the point of view of the physical skills and confidence of faculty members. The results show that teachers who are fit and healthy are more likely to feel confident when they teach. This is especially important in online classrooms, where it's very important to be excited, clear, and able to show things. This shows how important it is to create online professional development programs that help people do their jobs better and also make them healthier mentally and physically. The study also shows that faculty development needs to be better-rounded and consider how good teaching, mental clarity, and physical health all work together. There are many health benefits to helping teachers get better at physical activities. For instance, it makes them feel better about themselves, gives them more drive, and makes them more likely to stick with their jobs for a long time. When making plans for future training programs, these results should be kept in mind, especially for jobs that require physical activity and participation. This plan could help teachers do their jobs better, feel more confident, and be more powerful in the digital age of sports education.

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