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Evaluate The Impact Of Online Sports Professional Development On Faculty Member's Deadness And Confidence

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ABSTRACT

Online sports professional development (OSPD) programs are a new way for teachers to become better at their jobs in sports education. The major purpose of this study is to look at how OSPD affects the self-esteem and tiredness of faculty members. It is important to look at how OSPD affects the health and confidence of faculty members since it might make them better teachers. The main goal of this research is to look at what faculty members think about online training, including how it made them feel disconnected and more confident in the classroom. We utilised structural equation modelling (SEM) and descriptive statistics to figure out what kind of relationships there were between the variables and how they changed over time. Psychological factors have a big effect on the quality of OSPD. One of the main goals of using multimedia in the classroom was to make the lessons better and help pupils feel less alone. Teachers who were more confident also had better physical ability. There are a lot of things that appear to affect how well online development programs work, such as how ready the students are physically, how good the lesson plan is, and how accurate the information is provided to the right people. The results show that careful psychological and pedagogical preparation is necessary for online professional development in sports education. Through research, they contribute to what is previously known about the subject. These results show that schools need to improve their teacher training programs so that teachers may develop personally and professionally and teach better

Keywords: Online Sports Professional Development, Multimedia Integration, Physiological Capabilities, Sports Education....

1. INTRODUCTION:

Keeping up with the ever-evolving curriculum in today's schools is more crucial than ever. The work of educators is improved and made simpler by this. Take physical education as an example; people's preconceived notions about it have shifted due to the incorporation of new technologies. Due to the rapid improvement of online learning, sports educators are increasingly required to acquire the skills necessary to work in virtual environments. The potential advantages of online sports professional development for instructors in terms of maintaining their enthusiasm and self-assurance are of great interest to educational academics and organisations.

The dedication, passion, and energy that educators bring to their work is known as faculty commitment. Conversely, self-assurance is the conviction that one can effectively instruct pupils. These characteristics are very beneficial for instructing children in sports and other physically demanding activities. Giving educators the resources they need to feel secure and do their duties effectively online is crucial in light of the challenges posed by the shift to digital platforms (Baran et al., 2021).

To demonstrate the significance of online professional development programs for sports educators, this research examined their effects on teachers' cognitive and occupational abilities. It delves further into the topic of how the physical abilities and multimedia use of faculty members impact their ability to adapt to and maximise the benefits of online development programs. Lessons that use multimedia have the potential to be more engaging for students and instructors alike. Providing users with dynamic material could also become simpler. Being physically fit, powerful, and coordinated exudes confidence, which is crucial for a sports instructor, particularly when it comes to instructing pupils in good exercise form (Phan & Ngu 2021). Additionally, the poll enquires as to the instructors' level of self-confidence and if they are "dead" (i.e., uninspired, uninterested, or exhausted). Examining the relationship between sports faculty members' health, professional vitality, and teaching abilities is the primary objective of this research. As a result, these aspects of online training programs will improve. Districts should be able to better assist instructors via high-quality online professional development opportunities after analysing the data, which should reveal how the digital revolution is altering classroom instruction.

BACKGROUND OF THE STUDY

More and more individuals are opting to earn their degrees online these days. All of a sudden, this is how high schools and universities prepare their students to become teachers. This shift was expedited by the COVID-19 Act, which

mandated the use of digital tools and platforms in the classroom for all instructors, including physical education teachers. Questions about the efficacy of online professional development programs are surfacing, particularly in relation to the promotion of traits like perseverance and self-assurance in the classroom (Gao & Zhang, 2021). Physical education has always relied on hands-on experience, so transitioning to a digital setting must have been challenging.

Inspiring a passion of learning in students that lasts a lifetime is one goal of professional development programs for educators. Thanks to OSPD programs, sports instructors now have more options than ever before for how and when they acquire their training. Both their technical competence and their ability to instruct others will improve (Sloan et al., 2022). Educators who are interested in enhancing their use of digital resources and multimedia to engage students in enjoyable physical exercises and demonstrations may find these programs to be very beneficial. Believe in yourself, professors, since it impacts your classroom management, student achievement, and your own teaching (Al-Fraihat et al., 2020).

As crucial as faculty members' self-assurance is, their dedication is of equal importance. This displays a teacher's enthusiasm and commitment to their profession. Because it prepares and motivates them, professional development increases teachers' dedication. Because of this, both students and teachers are satisfied (Chen et al., 2021). Things like OSPD's ability to integrate multimedia and physiological capabilities may have a significant impact on its efficacy. Video demonstrations, simulations, and real-time feedback are examples of multimedia tools that teachers may use to improve instruction and student learning (Karaalis & Raikou, 2020).

To what extent sports teachers are able to adapt to teaching online depends on factors like their general fitness, agility, and stamina. While they are often mentioned in the real world, they remain crucial in online classes where instructors must demonstrate tasks, monitor physical models, and communicate with students via screens. More and more studies are indicating that teachers' physical health is related to their classroom performance (Wang et al., 2023). Teachers who take care of their bodies are better equipped to handle challenging classroom situations (Zhou & Liu, 2022).

PURPOSE OF THE RESEARCH

The goal of this study is to find out if and how much OSPD affects teachers' self-esteem and how well they do in the classroom. It goes into more detail about how combining physical ability with multimedia changes these mental effects. The main goal of this study is to find out if OSPD makes teachers feel better about themselves and more connected to sports. The study uses facts and numbers from 1,200 people to show how online courses change how professors think and act in the classroom. The results suggest that online teachers might be happier with their jobs and do better at them if they make an effort to learn new things.

LITERATURE REVIEW

The rapid pace of technological change makes it imperative that educators participate in ongoing professional development opportunities. This is because the usage of digital tools for learning is on the rise in schools. For sports educators, the importance of online professional development in mastering the art of online instruction has only increased over the last few years (Peterson & Scharber, 2021). Teachers benefit from OSPD programs in many ways, including increased knowledge of digital tools and innovative pedagogical approaches, more work satisfaction, higher self-esteem, and a stronger sense of classroom commitment (Gurley, 2020).

Participation in professional development seems to boost teachers' self-confidence, according to research. The resulting increase in student motivation, teacher effectiveness, and engagement is substantial (Rahman et al., 2021). Confident educators are more likely to experiment with new methods of using technology in the classroom, adapt their lessons to the unique requirements of their pupils, and utilise technology in innovative ways. Teachers are more inclined to use technology into their lessons after participating in professional development programs that provide immediately available, interactive modules (Ozdemir & Bonk, 2023) and other forms of support. Because sports training programs often include practical exercises and technique demonstrations, the ability to seamlessly transition to a digital setting is of utmost importance.

Teachers' dedication to their jobs, measured in terms of both the amount of time they put in and the quality of their instruction, is influenced by the training they get. Research has shown that teachers who regularly seek out professional support are less likely to experience burnout, more invested in their work, and more likely to remain enthusiastic about teaching (Lee et al., 2020). Teachers of physical education should lead by example and never sit still. Lessons and instructors' mental health should be a part of online training. Researchers found that PE instructors were more committed and effective when they received individualised online training using tools like virtual coaching and multimedia simulations (Sampson et al., 2022).

One of the main components of OSPD is multimedia. According to Nguyen and Balakrishnan (2021), the addition of video demonstrations, games, and immediate feedback mechanisms might make online learning environments more engaging and realistic in appearance. Students are more engaged and perform better academically as a result of this kind of integration. Educators who have experience teaching multimedia in traditional classrooms may assume they can use the same strategies to their online students. As a result, they gain self-assurance and new ideas for their lessons (Nguyen & Balakrishnan, 2021).

Additionally, people often fail to consider the impact of their physical ability. Physical education (PE) instructors should be physically fit, mentally sharp, and well-versed in health and wellness. These characteristics impact the

mental preparedness of physical education instructors for online lessons, which in turn impacts the quality of their exercise presentations. When asked about their experiences teaching online, instructors who regularly engaged in physical activity reported much lower levels of anxiety and greater self-assurance (Kumar et al., 2022).

RESEARCH QUESTIONS

In what ways do physiological capabilities impact faculty members' deadness during participation in online sports professional development programs?

RESEARCH METHODOLOGY

Research design:

This study used SPSS version 25 to conduct quantitative data analysis. The odds ratio and 95% confidence interval were used by the researchers to measure the strength and direction of the statistical association. A significance level of $p < 0.05$ was established by the researchers. Important features of the data were exposed by a descriptive analysis. Quantitative methods are often used to evaluate data collected from questionnaires, surveys, and polls as well as data processed by computing tools for statistical assessment.

Sampling:

The inquiry made use of an uncomplicated sampling technique. Questionnaires were used in the research in order to gather data. The Rao-soft program determined that 1200 people would make up the sample. We sent out 1350 surveys, received 1280 back, and had to throw out 80 since they were missing some information. In all, 1200 surveys were used for the study.

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 Questionnaire surveys were the primary means of data collection in this study. In Part B, we evaluated the importance of various online and offline outlets using a 5-point Likert scale, whereas in Part A, we asked for basic demographic information. A number of secondary sources, including internet databases, were mined for the essential data.

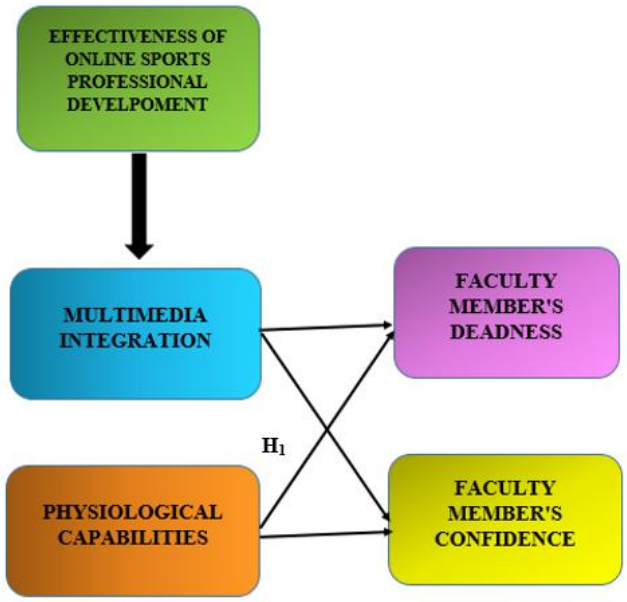
Statistical Software:

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

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:

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

This proves that claims made only for sampling are legitimate. Researchers put the correlation matrices via Bartlett's Test of Sphericity to make sure they were relevant. According to Kaiser-Meyer-Olkin, an

appropriate sample is indicated by a value of 0.850. According to Bartlett's sphericity test, the p-value is 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		

The general significance of the correlation matrices was further confirmed using Bartlett's Test of Sphericity. The sample adequacy measure according to Kaiser-Meyer-Olkin is 0.850. Using Bartlett's sphericity test, the researchers arrived at a p-value of 0.00. Results from Bartlett's sphericity test were substantial, rendering the correlation matrix invalid.

INDEPENDENT VARIABLE

Effectiveness of Online Sports Professional Development

Having access to high-quality professional development opportunities allows teachers to progress in their careers, improve their teaching methods, and set higher standards for student accomplishment. Investment in high-quality professional development is strongly related to the viability of our educational system. The goal of professional development for educators should be to build on their existing knowledge and skills. Via the integration of new knowledge with their current abilities and experience, professionals may expand their horizons via continuous education. Tools that allow for two-way communication are used in online learning. By coordinating their efforts, the researchers involved in this event will make it simpler for teachers and parents to direct their students' online sports education. Participation in sport-based learning enhances physical fitness, mental toughness, analytical ability, emotional resilience, and general well-being. Teachers of physical education and other sports should have extensive knowledge of learning systematics and experience using it effectively in the classroom if the field is to realise its full potential. An easy way to get youngsters to study more may be to teach them more about themselves and the world around them, particularly in relation to sports. Consequently, students may improve their time management skills and have a deeper understanding of their studies (Hogner et al., 2020).

FACTOR

Physiological Capabilities

Physiological Functional Capacity (PFC), defined as the capability to execute everyday physical tasks and the ease of completing these activities, is recognised to decline with age, even among individuals in optimal health (Cao et al., 2020). This applies even to those in optimal health. Specific organs and their associated systems are accountable for executing tasks known as physiological functions. The phrase "physiological functions" denotes both the structure and processes involved in functioning. The phrase "particular functional capacity" refers to the ability to do essential physical tasks required for daily life, together with the ease of executing these actions. Physical functioning capacity begins to decline at a certain point, even among those in optimal health. This leads to a diminished ability to participate in certain forms of physical exercise (Brooks, et al., 2020).

DEPENDENT

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. The faculty members are well-respected experts in their fields and often have doctoral degrees or other advanced degrees (Chen et al., 2020). 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.

Relationship between Physiological Capabilities and Faculty Member's Deadness

A person's physiological abilities include their physical strength, mental sharpness, and general health, all of which help them accomplish their job well. These skills are very helpful for faculty members, particularly those who teach sports, since they help them keep up high standards of teaching and keep students interested. Faculty members feel more alert, attentive, and ready to tackle their academic duties when they have a high degree of physiological capability (Munir et al., 2021).

On the other hand, being emotionally drained, tired, and disinterested in one's job is what it means to be dead. Some common causes include being under a lot of stress for a long time, doing the same thing over and over again, not getting enough exercise, and not wanting to do anything. If your physical abilities aren't up to par, you can feel more tired, be less able to work, and be less excited about teaching, all of which might make you feel generally poorly (Poon et al., 2021).

These two ideas are related in the opposite way. When our bodies start to break down, we often feel like we're about to die. Teachers who are sick or tired may have trouble getting pupils to pay attention, think critically, or display real emotion in class. On the other side, those who are in good shape and have a lot of energy are better able to handle the demands of online training, preparing for class, and interacting with students, so they say they feel less dead (Sampson et al., 2022).

This relationship is especially important for online education, where health problems including lack of exercise, screen addiction, and being sedentary may become worse. It may be very important to cut down on dead time and make work more enjoyable by recognising and supporting faculty members' physical and mental health via planned activities, breaks, and program design that encourages health.

The researcher then established a hypothesis based on the preceding discussion: examine the relationship between physiological capabilities and faculty member's deadness

"H_{01}: There is no significant relationship between Physiological Capabilities and faculty member's deadness."

"H_1: There is a significant relationship between Physiological Capabilities and faculty member's deadness."

Table 2: H_1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	447	5102.151	1023.295	.000
Within Groups	492.770	752	4.986		
Total	40081.390	1199			

The outcome of this research is noteworthy. With a p-value of.000 (less than the.05 alpha level), the value of F approaches significance with a value of 1023.295. This provides support for the alternative hypothesis, ***"H_1: There is a significant relationship between physiological capabilities and faculty member's deadness."*** and disproves the alternative hypothesis.

DISCUSSION

There was a robust and discernible correlation between the fitness level of instructors and their self-confidence in this research on online sports professional development. In order to be effective in any classroom, including online, teachers should prioritise their health and fitness. Knowing and teaching the material, as well as being able to physically model tasks, communicate with students in real time, and maintain excitement throughout class, are all equally vital for the success of physical education programs. Teachers still need to demonstrate excitement, clarity, and physical engagement via their gadgets, even when online courses don't provide as many opportunities for students to connect with them in person. Those who are physically capable of handling these challenges are more likely to believe in their own teaching abilities. A professor's self-assurance as a teacher is greatly affected by their capacity to guide class discussions, demonstrate tasks, and maintain students' attention throughout the assignment. Confident responders to these types of questions often think they can manage the psychological and physiological demands of online physical education. Improving your performance and mood are two side effects of getting your body in shape. Instructors report more mental clarity, physical stamina, and emotional resilience after committing to a healthy diet and regular exercise. A higher sense of self-worth and improved mood are the results of all of these factors acting in concert. This facilitates resolution of issues that arise during remote instruction. Confidence, according to this theory, stems from an accurate appraisal of one's physical capabilities as well as one's level of education and experience. It is essential to get all the assistance you can to advance in your career, as shown by the correlation between physical abilities and self-confidence. The emotional and physical well-being of educators is often neglected in online training programs that focus on teaching digital technologies and theory. Teachers of physical education are more likely to be self-assured and committed if their training programs prioritise them. Healthy living, stress management, and proper body mechanics are just a few of the topics covered in these classes. Feeling more confident and less anxious while teaching online is another benefit of maintaining a healthy lifestyle, according to one research.

CONCLUSION

This research examined the increase in online sports professionals' physical abilities and self-confidence to see how it has unfolded. In this study, we found that instructors reported higher levels of self-confidence when they were physically active. When teaching in an online setting, it is crucial to be enthusiastic, articulate, and able to demonstrate concepts. It is crucial to provide online professional development programs that enhance work performance and promote mental and physical wellness for individuals. Faculty development programs should take into account the interconnected nature of effective teaching, mental clarity, and physical wellness, as shown by the research. There are numerous positive effects on health from assisting educators in improving their physical fitness levels. For example, it boosts their self-esteem, motivates them, and increases the likelihood that they will remain on the work for an extended period of time. It is important to consider these findings when developing future training programs, particularly for occupations that need active engagement. This strategy has the potential to empower educators to excel in the modern era of sports education via enhanced work performance, self-assurance, and agency.

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