



Original Article  
(Qualitative)

## Designing a virtual training model for physical education in Iran

Mahyar Yar Ahmadi<sup>1</sup> , Habib Honari<sup>2</sup> , Meysam Shabani Nia<sup>3</sup> 

1- Department of Physical Education, Shoushtar Branch, Islamic Azad University, Shoushtar, Iran.

2- Department of Sports Management, Allameh Tabatabai University, Tehran, Iran.

3- Department of Sports Sciences, Shoushtar Branch, Islamic Azad University, Shoushtar, Iran.

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**Abstract**

The aim of the current research is to design a virtual training model for physical education in Iran. The research method was qualitative and based on theme analysis. A semi-structured interview method was used to collect data. Data analysis was done by Glazer (1992) method. The participants of the research include 14 experts, members of the student sports federation, high-ranking university professors, and people with organizational positions such as the vice president of physical education and health of the Ministry of Education; and the sampling continued until reaching theoretical saturation. After step-by-step coding, the total number of registered codes is equal to 32, and the total number of agreements between codes is equal to 12. Theme analysis was used to analyze the data in the qualitative stage. The results of the research showed that the design of the virtual training model of physical education in Iran includes the problems of conducting physical education lessons in virtual space, the lack of supervision and concentration in virtual education, the lack of proper communication between professors and students, the coverage of virtual classes, economic issues, technological weakness of software and hardware, internet and its infrastructure problems, benefits of information technology in virtual education, superior characteristics of virtual education, weakness in establishing friendship and communication, insufficient knowledge of the space and capabilities of virtual education, problems of virtual education in physical education, weakness in network communication and infrastructural obstacles, the use of new educational technologies, the learning problems of online education, the capabilities of virtual education and the reasons for the importance and excellence of virtual education.

**Keywords:**

efficiency model,  
virtual educational  
program,  
software and hardware  
technology,  
network communication,  
new educational  
technologies.

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<b>Corresponding Author:</b> Habib Honari	<a href="https://dorl.net/dor/20.1001.1.27169820.1402.5.3.7.9">https://dorl.net/dor/20.1001.1.27169820.1402.5.3.7.9</a>	
<b>Email:</b> honari_h@yahoo.com	<b>Creative Commons:</b> CC BY 4.0	

## Extended abstract

### Introduction

Due to the rapid growth of online resources and technological tools, the need for new methods of education has increased significantly in recent years, which has created vast opportunities for the generation and sharing of information across numerous regions. Increasing the quality of education has helped to increase the value of GDP in different regions (Eisenchlas, Schalley, & Guillemin, 2013). On the other hand, the arrival of modern media and communication tools and the conditions that have arisen in the current era due to the Corona epidemic have affected the non-attendance education of students and have provided various methods of virtual education on the Internet for learners (Parapi, Maesaroh, Basuki, & Masykuri, 2013). Today, electronic education is gradually evolving and as an inevitable component of the educational process, it has entered the educational institutions of advanced countries. Many analysts firmly believe in the further expansion of this segment of the educational services market (Brown, 2018). In the meantime, the non-attendance teaching of the physical education course, which has special conditions and includes practical and movement skills, faces the challenges; matching the set goals of the academic courses based on the fundamental transformation document with selected methods of non-attendance education such as messengers, online education, television school, and educational packages, is one of the most important specific goals of these trainings; which of course should not be only theoretical and knowledge, but should provide conditions so that the learner is obliged to follow virtual trainings and practical exercises at the same time in order to further deepen the neural connections of the brain and improve his performance and learning (Qingtao, 2020).

As a result, the upcoming research seeks to answer the following question: How is the design of the model of the effective factors of virtual education in physical education in Iran?

### Theoretical Framework

Knowledge transfer methods such as lecturing in class can lead to passiveness of learners. On the other hand, trying to include or integrate valid and meaningful learning contexts may seem difficult for logistical reasons. Therefore, in dealing with these issues, today, educators are given the opportunity to present the best things in their education program through technology and virtual education (Abd Majid, & Shamsudin, 2019).

Virtual education, not only because of its convenience and flexibility, but also because it can expand the educational coverage, has become one of the tools widely used by students at all levels of education. (Escobar-Grisales, Vásquez-Correa, Vargas-Bonilla, & Orozco-Arroyave, 2020).

The success of the electronic learning system also depends on the willingness and acceptance of students to use this system (Vershitskaya et al, 2020). Not using the e-learning system makes it difficult to realize the benefits, and this leads to the unsuccessful implementation of the system and wastes the costs incurred in schools (Almaiah, Al-Khasawneh, & Althunibat, 2020).

Kim et al, (2021) conducted a research titled Understanding Student Acceptance of Online Learning Systems in Higher Education: Application of Social Psychology Theories Considering Innovative Users. The research results showed that perceived ease of use affects perceived usefulness, perceived usefulness affects attitude, while perceived ease does not directly affect attitude. Also, attitude and subjective norms positively affect behavioral intention, while perceived behavioral control has no effect on behavioral intention. Finally, user innovation plays a moderating role in the relationship between mental norms and behavioral intention.



Gelineau-Morel & Dilts (2021) conducted a study on virtual education during COVID-19 and beyond. Results show that our curriculum increased learner satisfaction, engagement, and communication compared to our pre-COVID curriculum. While our curriculum promotes the exchange of ideas between all types of learners and fosters interaction and communication. In the future, we plan to continue our virtual education curriculum and further expand our topics and professors to address our diverse audience.

### **Research methodology**

The method of the present research is exploratory in nature and qualitative approach, which is a theme analysis strategy. The statistical population of this research includes professors and specialists in the field of physical education in schools; which includes 14 experts who are members of the student sports federation, high-ranking university professors and people with organizational positions such as the vice president of physical education and health of the Ministry of Education. The sampling method in the qualitative part includes the purposeful sampling method and it is based on the selection of sample cases by the researcher according to personal judgment and the objectives of the study and the nature of the research, and using the snowball technique until reaching theoretical saturation.

### **Research findings**

Theme analysis was used to analyze the data. The results of the research showed that the design of the virtual training model of physical education in Iran includes the problems of conducting physical education lessons in virtual space, the lack of supervision and concentration in virtual education, the lack of proper communication between professors and students, the coverage of virtual classes, economic issues, weakness of software and hardware technology, Internet and its infrastructure problems, benefits of information technology in virtual education, superior characteristics of virtual education, weakness in establishing friendship and communication, insufficient knowledge of the space and capabilities of virtual education, problems of virtual education of physical education lesson, weakness in network communication and infrastructural barriers, use of new educational technologies, problems of virtual learning, capabilities of virtual learning, and the reasons for the importance and superiority of virtual learning.

### **Conclusion**

The current research has been conducted with the aim of designing a virtual training model for physical education in Iran. The results of this research corresponds with the results of research of Kim et al, (2021), Gelineau-Morel & Dilts (2021), Heynojoleysana et al, (2020), Elmaya et al, (2020), Abdollahi et al, (2021), Mohammadi et al, (2023), and Rezapour & Moharranzadeh (2021). Mohammadi et al, (2023) showed that the professional boundaries in the relationship between professor and student include emotional boundaries (avoiding emotional relationships and maintaining respectful behavior), communication boundaries (transparency in communication and privacy), and power boundaries (transparency in the boundaries of power and discretion and avoiding discrimination). In general, based on the results of this research, it can be said that in the academic context, effective communication and interactions between professors and students are considered as one of the effective factors in student progress and improving the teaching and learning process. Therefore, careful monitoring of communication and encouragement to create the right relationship between professor and student within the framework of professional boundaries makes sense. According to the results of the research, and because physical education lessons are very important for the physical and mental health of students; it is suggested that Special attention



should be paid to physical education in the virtual educational program of schools. For planning virtual education in physical education, the Education Office needs an efficient model and program so that it can determine plans, goals, infrastructures, supports, teaching topics, etc. Also, physical education teachers need a suitable model and guide for the coherence and effectiveness of virtual teaching.