



The Effect of E-Training on Physical Activity Enjoyment in Children during the COVID-19 Pandemic

Oral Presentation

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Abstract

Introduction: The COVID-19 pandemic changed the education system from in-person to virtual. Accordingly, the long-term decrease of physical activities in children's lives includes reducing any organized physical activities in their homes, playtime in the open space, and the opportunities to play with friends (Chen et al., 2020; Pambo et al., 2021). E-Training is a form of E-Learning but is naturally more focused on activity and means training with an electronic platform. The present research question is to what extent E-Training can lead to enjoyment in children.

Methods: The research participants were 45 healthy, volunteer boys with a mean age of 8.2-year-old (± 0.17) who were selected as convenience from Adab elementary school, district 15 of the City of Tehran, and were randomly assigned to 3 online, offline, and combinational training groups. The enjoyment of the participants was measured after eight weeks (sixteen 30-minute sessions) of physical activity using the physical activity enjoyment scale (Moore et al., 2009). The One-way ANOVA was used to analyze the data at a significance level of $p < 0.05$.

Results: The results of the one-way ANOVA indicated that there was no significant difference among physical activity enjoyment of 3 experimental groups after 16 sessions of online, offline, and combinational training ($F(2, 42) = 1.57, p = 0.22, \eta^2 = 0.07$).

Conclusion: According to the results, 8-year-old boys enjoyed the E-Training. However, the various types of training, i.e., online, offline, and combinational, resulted in immense enjoyment. Thus, each of the methods can be used during the imposed social restrictions on the Covid-19 pandemic.

Keywords

E-learning; Virtual education; Offline training; Online training

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