

**DIFFERENCES BETWEEN STUDENTS WHO HAVE BEEN
INCLUDED IN SPORTS PROGRAMS AND STUDENTS WHO
HAVE NOT BEEN INCLUDED IN SPORTS PROGRAMS
DURING THE COVID 19 PANDEMIC**

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SUBJECT PSYCHIAL EDUCATION AMONG THE PANDEMIC DOVID-19

Given that the school and thus the university doors were gradually closing, at the FKKT we had to adapt the implementation of the program of the subject Physical Education (at FKKT is evaluated with 5 ECTS).

Based on the information, we decided to make the optimal program of practical exercises - the subject "on-line".

Students were given detailed instructions of the subject program. This included sports activities in nature (hiking/mountaineering, cycling, running, skiing,...), and at the request of some students we supplemented the program with functional and fitness exercises. Students were required to submit weekly reports on their subject activities.

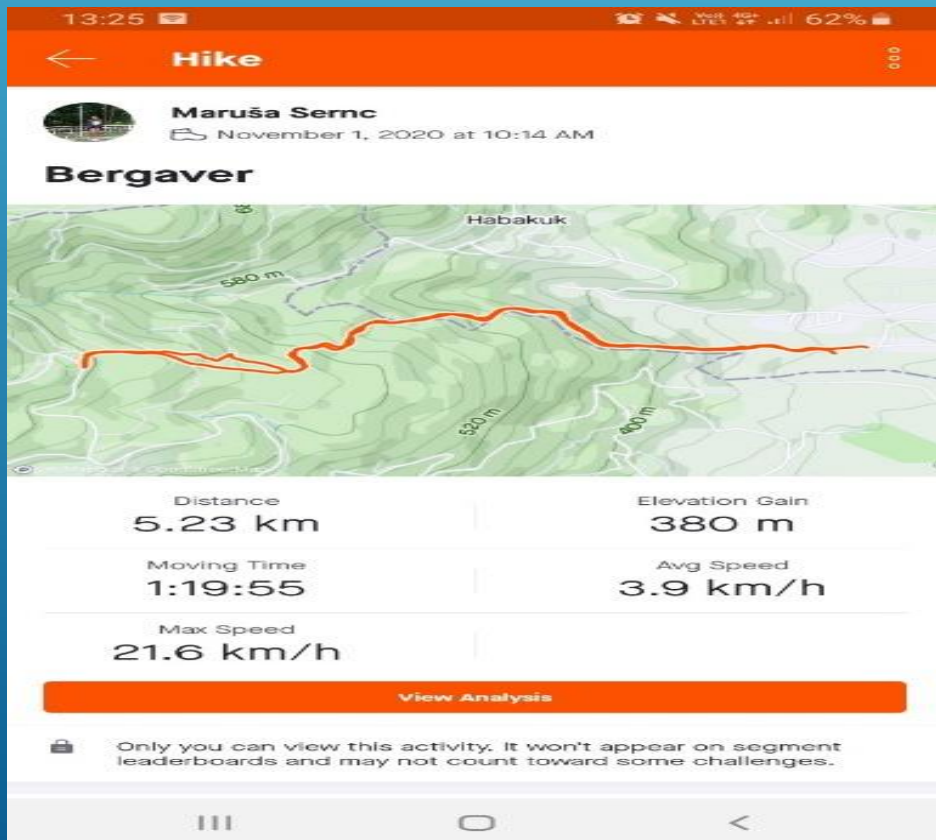
SUBJECT PSYCHIAL EDUCATION AMONG THE PANDEMIC DOVID-19

Example report:

Time: 01. November 2020, 10.14 - 11.33;

Type of activity: hiking (short description of the route);

Documentacion: application (name and surname, kilometers of sport activity, total activity time, altitude difference on the route,...), pictures.



DATA ACQUISITION METHODS

The survey questionnaire consisted of 11 questions that were directly related to the implementation of the subject during the COVID - 19 pandemic (from March 2020 onwards - in the first and second waves of the pandemic).

We received answers from 379 students (from 109 students who were included in the subject and from 270 students who were not included in sports programs at FKKT or UL) who were enrolled at FKKT in the academic year 2020/21.

We used data from three questions, we compared the data between students who were included in the course program at FKKT at that time and among students who were not included in sports programs at FKKT and UL. In this analysis, we also used the results of a study (Gerlovič, Jamnik 2020), where the authors interpreted the data obtained for the first wave of the COVID 19 pandemic in the period from March to May 2020 (academic year 2019/20).

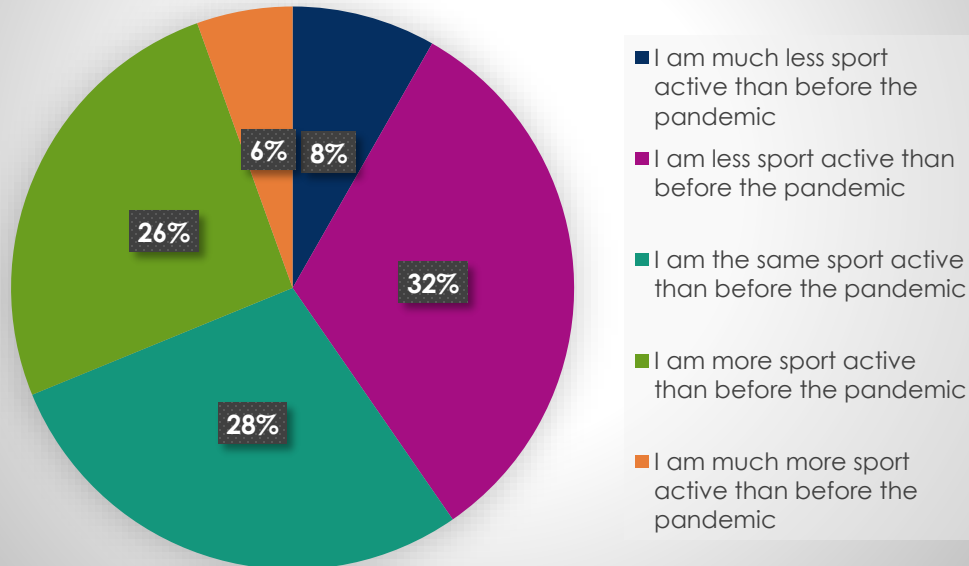
For the purposes of this article, we have set the following hypotheses:

- ▶ **Hypothesis 1:** that students who were included in the subject program were more sports active (the assessment of their current physical fitness was also better) compared to students who were not included in sports programs at FKKT and UL;
- ▶ **Hypothesis 2:** all students rated their psychological condition worse (they mainly missed social contacts), those students who were included in the subject program considered that the practical exercises “on-line” is a good solution (at their free time as a substitute or as an adjunct in “normal” circumstances).

RESULTS AND DISCUSSION

Graph 1: opinions included students in the subject in the academic year 2020/21

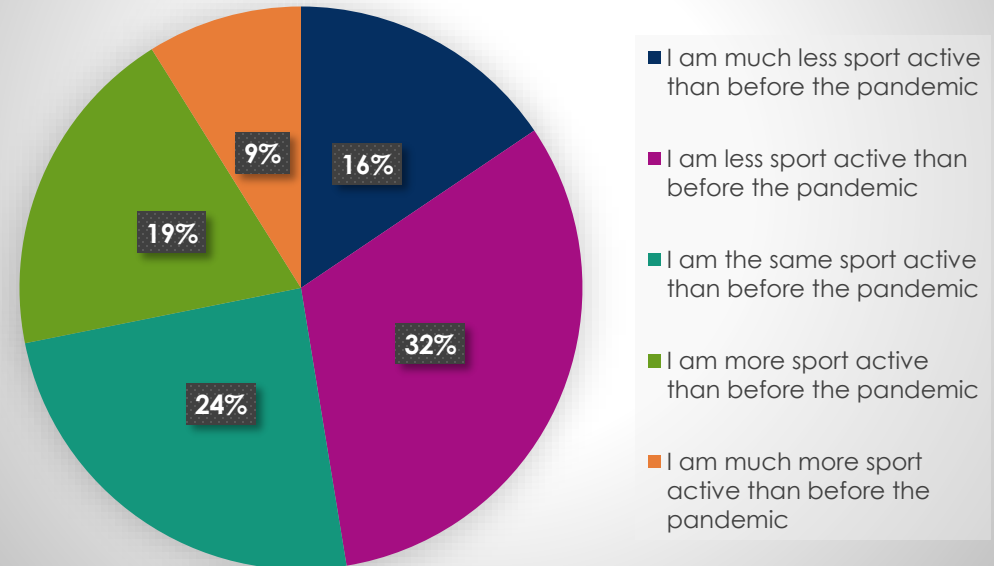
How do you assess your sports activity from the beginning of March 2020 until today?



RESULTS AND DISCUSSION

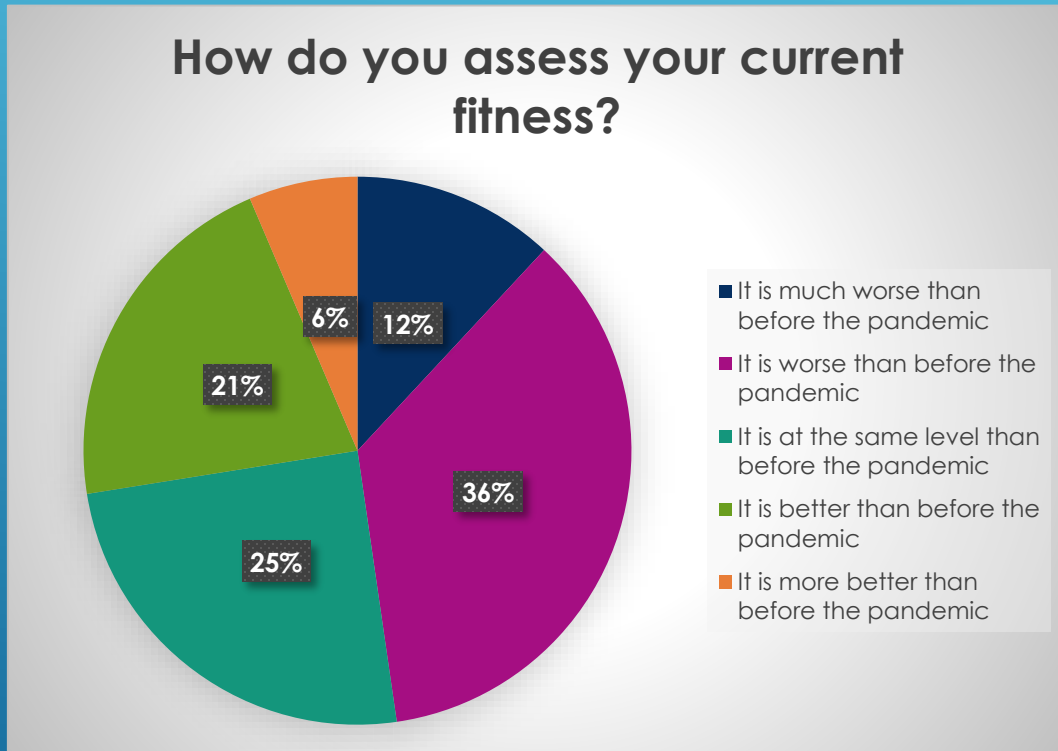
Graph 2: opinion not included students in sports programs in the academic year 2020/21

How do you assess your sports activity from the beginning of March 2020 until today?



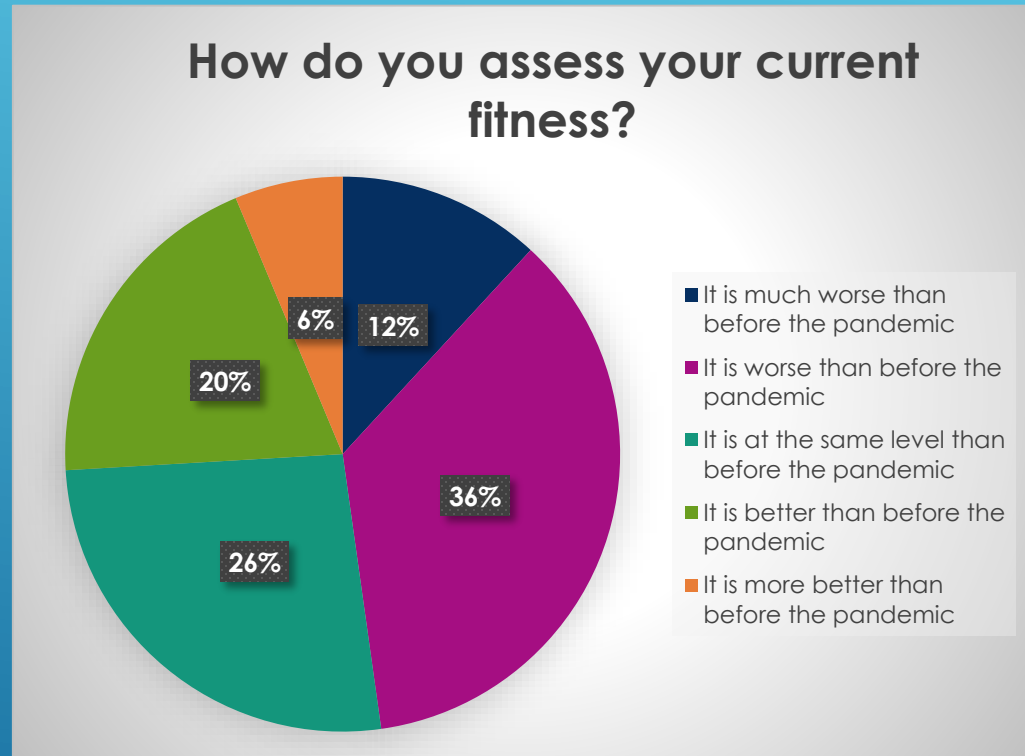
RESULTS AND DISCUSSION

Graph 3: opinions included students in the subject in the academic year 2020/21



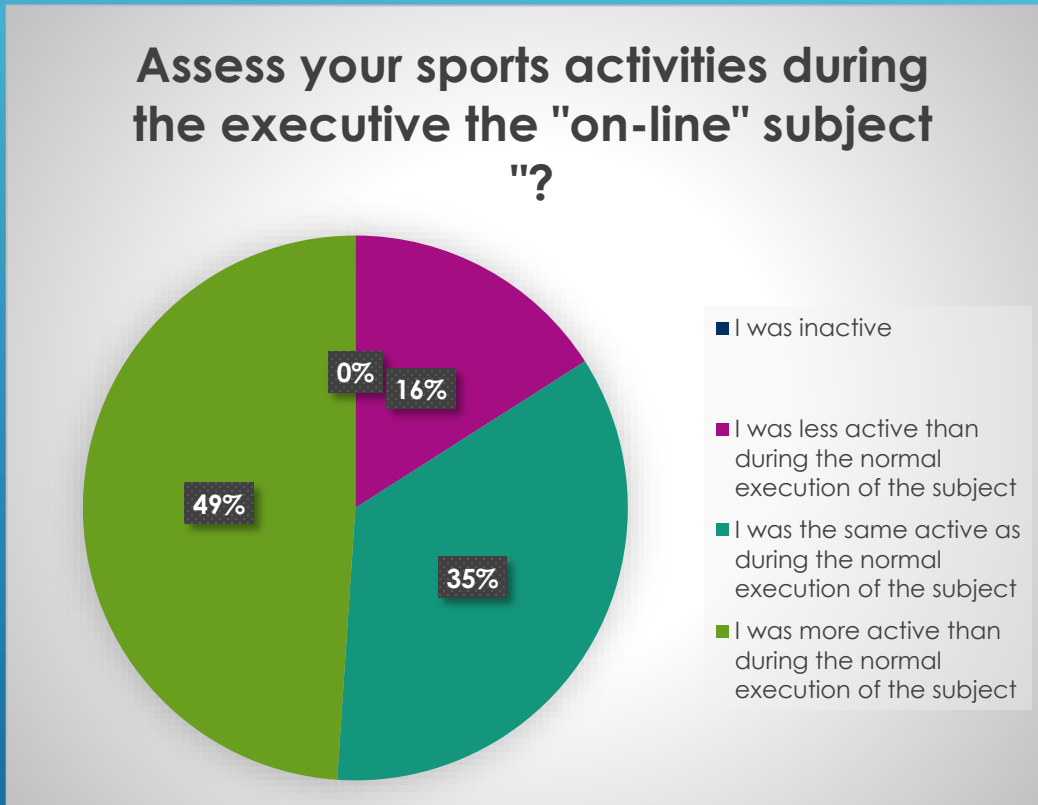
RESULTS AND DISCUSSION

Graph 4: opinions not included students in sports programs in the academic year 2020/21



RESULTS AND DISCUSSION

Graph 5: opinions included students in the subject in the academic year 2019/21



RESULTS AND DISCUSSION

Student responses were fairly distributed, in both cases (Graph 1 and Graph 2) students were less sports active during the pandemic than before (a more pronounced decline in sports activities was observed at students not involved in sports programs (48 %) than as with students enrolled in the subject (40%)).

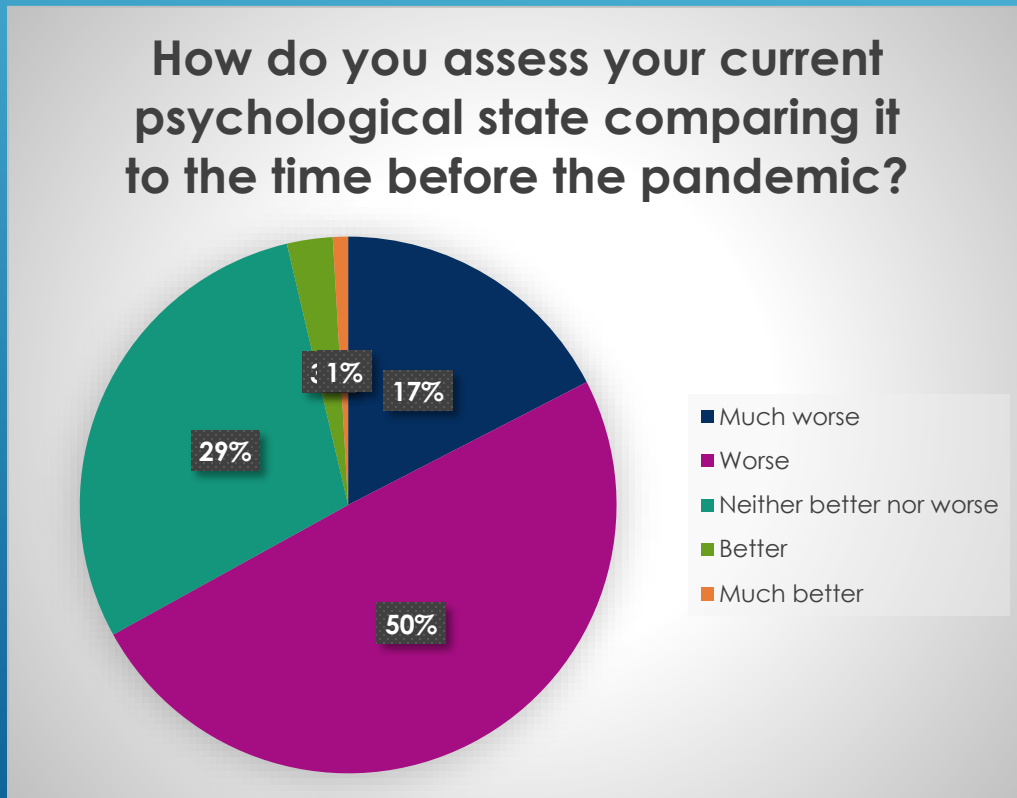
In both cases (Graph 4 and Graph 5), several students assessed that they were currently less physically fit, which is also expected given their opinion on their sports activity (Graph 1 and Graph 2).

However, students who took the subject in the annual semester 2019/20 thought (Gerlovič, Jamnik 2020) that only during the subject (March-May) they were even more sport active (Graph 3) than before the pandemic - at that time they were in a way forced to be active in sports, because they just had to do the subject.

From all of the above, **we can partially confirm Hypothesis 1** (students who were included in the subject were slightly more sports active compared to students who were not included in sports programs at FKKT and UL, between one and other there were no differences in current physical fitness).

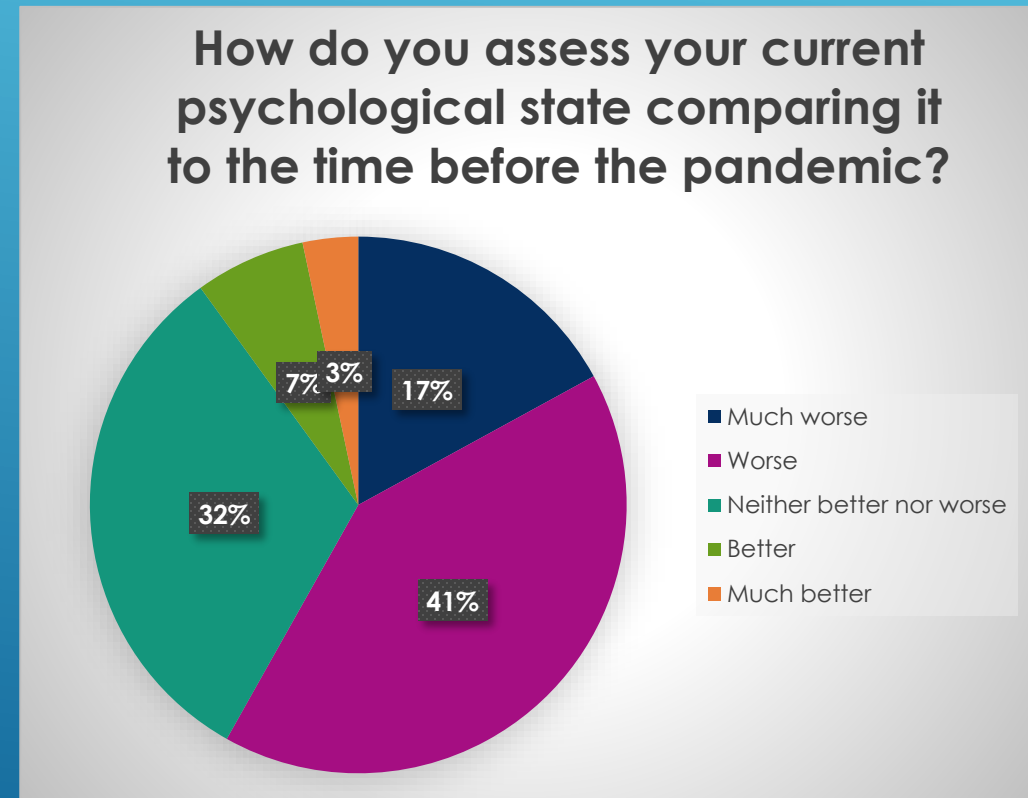
RESULTS AND DISCUSSION

Graph 6: opinions included students in the subject in the academic year 2020/21



RESULTS AND DISCUSSION

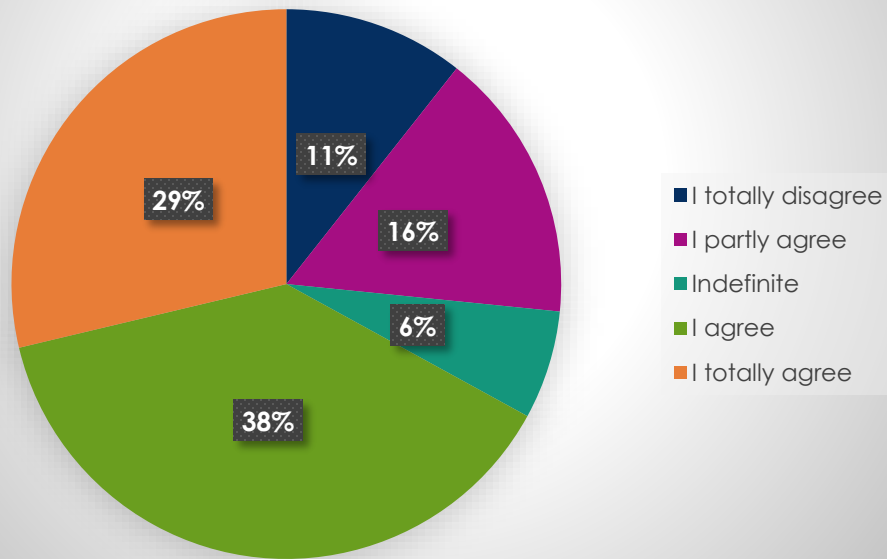
Graph 7: opinions not included students in sports programs in the academic year 2020/21



RESULTS AND DISCUSSION

Graph 8: opinions included students in the subject in the academic year 2019/20

I have the knowledge and skills to use various tools to conduct "on-line" learning!



RESULTS AND DISCUSSION

In both cases (Graph 6 and Graph 7) there are no significant differences, and the data are expected to show that the psychological state (probably also due to the reduction of social flows) is mostly worse or much worse than before the pandemic began.

On the other hand, quite a few students gave the suggestion that they liked that we included the study obligation in their free time. The majority of surveyed students fully (29%) or partially (38%) agreed with the statement that the selected support technology for monitoring exercise "via computer algorithms, smartphones, etc." was not too demanding and they have it at their disposal. 8). The problem is how to help this poor third of the surveyed students (27%) who do not have the knowledge or appropriate technology to monitor the study process "at a distance".

From the mentioned analysis we can confirm Hypothesis 2.

CONCLUSION

All the data obtained confirm that the students were at least somehow sports active during both waves of the pandemic, despite poorer predictions.

There was also the opinion of students that the implementation of the course "on-line" was a good idea, so the question arises whether it would be necessary to change the program structure. Whether the so-called "hybrid" model (combination of "live" and "remote") allows more effective sports activities (more sports activities) for students in the future?

THANK YOU FOR YOUR ATTENTION

