



Journal of Studies and Researches of Sport Education

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Obstacles that faced teaching swimming courses at Faculty of Physical Education and Sport Science at Hashemite University during Corona pandemic from the students' point of view themselves

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Article information

Article history:

Received 22/11/2023

Accepted 31/12 /2023

Available online 15,Jan,2024

Keywords:

Swimming courses, Corona pandemic, Obstacles, Teaching, physical education



Abstract

This study aimed to identify the obstacles that faced teaching swimming courses at Faculty of Physical Education and Sport Science at Hashemite University during Corona pandemic from the perspective of the students themselves. The researchers used the descriptive approach for its suitability to the nature of the study and its objectives, where the questionnaire was used as a tool to obtain the study data after the researchers conducted validity and reliability transactions to ensure their safety and suitability for the current study. The results of the study indicated that the most important obstacles that faced teaching swimming courses at the Faculty of Physical Education and Sports Sciences at the Hashemite University during the Corona pandemic were arranged as following: Obstacles related to the electronic field, obstacles related to the academic field, obstacles related to the psychological field, Obstacles related to the economic field, and finally obstacles related to the social field. The researchers recommend generalizing the results of this study to benefit from them in knowing the nature of the obstacles that students of practical courses faced, especially swimming during Corona pandemic.

Introduction:

Swimming is considered a complete sport that is not equivalent to a sport for the growth of the ideal body composition, It is also a human sport that enables the individual to save himself, preserve his life and remove danger from him, It is also a means of saving people who are supervising drowning, Learning and mastering swimming benefits the individual and society because of the individual's acquisition of a total one of the abilities and skills that qualify him to be effective and productive in his society .

The importance of swimming appears, according its contribution to the development of individuals who practice it socially, psychologically and physically. The individual's level of physical, psychological, social and other. As in a study (M. A. Kadhim et al., 2021)In the colleges of physical education and sports sciences, swimming is one of the subjects whose study requires knowledge of swimming concepts, activities, skills, methods, and laws, in addition to the educational and pedagogical value, which can be obtained by adopting teaching models that take into account the previous concepts that students possess, which works to motivate them and acquire sound concepts, including: The (constructivist learning) model, which is based on constructivist theory and seeks to help students through the teacher's guidance and provide the student with the opportunity to build concepts that are his new knowledge by using his capabilities, previous experiences, and current knowledge to increase the students' ability to carry out the required activities, which leads to learning. As well as allowing time to think about the topic of the lesson and proposing solutions to problems, it gives them the opportunity to visualize the motor performance of the performance so that the new performance is consistent with the cognitive perception that he built.

With the emergence of the new Corona virus (Covid-19) and considering it a global pandemic, all fields of life were disturbed, which prompted many educational institutions to adopt distance learning and activate electronic educational platforms, due to the impact of this virus and the speed of its spread among students in educational institutions, which made

this strategy The ideal choice for the continuation of the educational process.(Zaki et al., 2021)

One of the most challenges that students faced in practical courses, including (swimming), is distance learning, which contributed to the failure to achieve interaction between students and teachers, as interaction in practical courses is the basis for the success of the educational process, (Kadhim et al., 2021)as applied courses need interaction and dialogue between students and the teacher to reach to the ideal performance of the movement through the notes provided by the teacher and providing feedback to correct mistakes, if any, or to enhance the good performance of the swimmer, and this contributes to increasing the absorption of the learned skill and being able to perform it accurately (Al-Idrisi, 2021)

The researchers believe that due to the nature of the motor performance of the different swimming skills and the difficulty of performing them, especially among novice students, and the lack of communication and interaction between the teacher and students, and the difficulty of providing immediate feedback during the application of swimming skills in light of the Corona pandemic,(Kadhim, 2020) it was necessary to search for other alternative means and present the curriculum in the form of content online for students through educational videos, PDF files, or simultaneous interactive lectures to ensure the continuity of the educational process.

The method of distance teaching is the only and binding method during the Corona pandemic, as most countries have sought to search for the best ways and means for the continuation of the educational process (Ghanem & Ben Ayyash, 2022)The researchers believe that investing modern technology as an appropriate method for the current stage in light of the spread of the Corona epidemic and imposing a curfew in various regions is one

of the best methods to ensure the continuation of the educational process while adhering to the conditions of physical distance between students, especially in swimming courses through the use of tools, means and electronic programs to create an interactive environment synchronicity between teacher and students.

(Al-Jamalniu, 2002)indicated that distance learning has a major role in developing the educational system in general and the elements of the curriculum, and it is one of the systems that are used to solve some contemporary educational problems and help students increase their acquisition of various knowledge and skills. Also, one of the advantages that make educational institutions resort to the use of distance learning is its flexibility, low cost, and overcoming spatial and temporal barriers, so that it contributes to achieving the goals of the educational process in a manner equivalent to the benefit that the student obtains during traditional learning (Al-Qahtani, 2010)

Distance learning is defined as learning based on the use of the available means of communication to overcome the problem of the spatial dimension between the teacher and the learner (Aqeel & Rizq Yusuf, 2014).(Al-Diwan et al., 2019) It is the non-associated communication between the teacher and the learner so that the method of interaction between them is through modern technological means of communication(King et al., 2001). As (Peters, 2020)defined it as a method used to disseminate and acquire knowledge through the administrative and technical organization of work by means of various technical means in order to produce a high-quality educational curriculum that is used in the learning process. And defined by (Willis, 2002)as a type of learning in which the student is located far from the place of the teacher, so that the need to use multiple communication media that are

appropriate to deliver the educational material to the student for the continuation of the educational process and the achievement of educational goals. (Aldewan et al., 2013)

The study Problem:

The process of learning swimming is a humanitarian message that everyone must learn and teach to others, and the process of teaching swimming is one of the most difficult problems facing swimming teachers due to the danger of some skills on the lives of practitioners, as well as to the nature of the skillful performance of swimming and the position of the horizontal body in the pool, which is in a watery environment different from the land environment that the student is accustomed to while performing other sports.

What increases the difficulty of this process is that learning swimming skills from a distance, due to the outbreak of the Corona virus and the resort to a comprehensive quarantine, which forced teachers and students to stay in their homes and continue the educational process from afar.

After the entire world was exposed to health conditions that forced it to take a new experience in the field of education using the distance learning system in order to ensure the safety of students and employees of the educational institution (Jordanian Strategic Forum, 2020). And since the idea of distance learning focuses on the learner and the self-educational process by reaching each student, regardless of his social and economic conditions, and whatever the geographical distance between his place of residence and the educational institution (Al-Qasaji, 2011). And after reviewing the results of the students in swimming courses during the distance learning experience, the researcher noticed some difficulties that the students faced, which in turn affected the learning outcomes and mastery of technical skills related to swimming.

These difficulties are evident through the continuous complaints from students, which affects the grades they obtain in swimming exams, as Researchers note that the reason for this may be either related to the students themselves, or to the method of distance learning, or to poor financial capabilities, or to technological or psychological difficulties or others.

Hence the problem of this study emerged, as the researchers sought to shed light on some of the obstacles that students faced while teaching swimming courses during the Corona pandemic.

Purpose of the study: the Researchers aim to identifying the obstacles that faced teaching swimming courses at the Faculty of Physical Education and Sport Science at the Hashemite University during the Corona pandemic from the point of view of the students themselves.

Study question:

–What are the most important obstacles faced by teaching swimming courses at the Faculty of Physical Education and Sport Sciences at the Hashemite University during the Corona pandemic, from the students' point of view themselves?

The importance of studying:

First, the theoretical importance:

Through the results of this study, the researchers hope to enrich the Arabic library and educational literature with a relatively new topic, which is the distance learning experience for practical courses, especially swimming from the students' point of view.

Second, the practical importance:

The researchers believe that the desired results of this study may shed light on some of the obstacles that students faced while learning swimming skills during the Corona

pandemic, and it could also contribute to suggesting some solutions to meet these difficulties and challenges.

Terminology of study:

Distance learning: (procedural definition): It is one of the modern methods of education that suits the current and simultaneous stage with Corona pandemic, exceeding the temporal and spatial boundaries so that there is no direct contact between the teacher and the learner and depends on the use of modern technology means to explain, teach and apply swimming skills to students.

Study limits and limitations:

This study is limited to examining the obstacles that faced teaching of swimming courses during the Corona pandemic from the perspective of the students themselves. Spatial boundaries: Faculty of Physical Education and Sports Sciences at the Hashemite University.

Time limits: This study was conducted during the first semester of the academic year 2021–2022

Human limits: Students of the College of Physical Education and Sports Sciences who were taught distance swimming courses during the Corona pandemic.

Previous studies:

(Tahina & Shadifat, 2021) conducted a study entitled Obstacles facing students of the Faculty of Physical Education while learning practical courses remotely considering the Corona pandemic. The researchers used the descriptive approach by applying the questionnaire to a sample of (256) male and female students. The questionnaire consisted of (37) items divided into four areas. After conducting the necessary statistical treatments, the results of the study indicated that the degree of obstacles facing students of practical

courses was generally average. The results showed that the most prominent obstacles were the obstacles related to the technological field and the Internet, followed by the obstacles related to the course, then those related to the student, and finally those related to the teacher.

(Al-Sammadi, 2018) conducted a study entitled the difficulties facing swimming in the northern region, where the study aimed to identify the difficulties facing swimming according to the fields of (facility, trainers, and training capabilities). The study population was (550) practicing swimming, and the study sample consisted of (100) participants who were chosen randomly. The researcher used the descriptive approach using a questionnaire consisting of (32) items. After carrying out the statistical treatments, the results of the study indicated that the difficulties faced by the practitioners were moderately on all the axes of the study, and the results indicated that there were statistically significant differences due to the gender variable and were in favor of females. The age group is 25–40 years. The results of the study also indicated that there were statistically significant differences due to the academic level variable, and they were in favor of graduate studies.

Also, in a study conducted by (Lilla, 2013) it aimed to identify the difficulties that the participants face in the swimming pools of the city of Chicago. The researchers used the descriptive approach on a sample of (300) participants, and after conducting statistical treatments on the study data, the results indicated that the difficulties faced by the participants were related to the health aspect in the first place and then related to the economic aspect and finally related to the social aspect. The results also indicated that there were no statistically significant differences due to the gender variable.

(Al-Widyan, 2012) conducted a study aimed at identifying the difficulties that students of the Faculty of Physical Education at Yarmouk University face in swimming courses. And a

statement of the effect of the study variables (gender and course level). The study population consisted of (650) male and female students who studied swimming courses. The study sample consisted of (133) male and female students. The researcher used the descriptive approach for its relevance to the nature of the study, and after carrying out the statistical treatments, the results of the study indicated that there were no statistically significant differences regarding the difficulties related to the curriculum, facilities and the method of teaching. Study (course level and gender) .

Method and procedure:

A. Research Methodology:

The researchers used the descriptive approach through the application of a questionnaire to find out the obstacles that students faced in swimming courses during Corona pandemic from the students' point of view themselves.

B. The community and the sample/study members:

Society: Students of the College of Physical Education and Sport Science.

The sample: The study sample was chosen intentionally, and they numbered (143) male and female student who registered for distance swimming courses during Corona pandemic. Table (1) indicates the distribution of the sample members on the study variables.

Table (1):

Distribution of study sample members according to study variables

Variable	Level	No	Percent
Gender	Male	97	67.80%
	Female	46	32.30%
Education Level	First	10	7%
	Second	33	23.10%

	Third	79	55.20%
	Fourth	21	14.75%
Specialty	management and Sports training	103	72%
	sports rehabilitation	40	28%
Total		143	100%

C. Study tool:

Through the researcher's review of the theoretical literature related to the obstacles that students faced in practical courses during Corona pandemic ,The paragraphs of the questionnaire were formulated in accordance with the nature and objectives of the study, where the questionnaire in its initial form consisted of (35) items distributed over the fields (electronic field, academic field, psychological field, economic field and finally the social field).

The researchers presented the study tool to specialists in the educational and sport fields, and after the tool was retrieved from the arbitrators, the required adjustments were made, and the response to them was according to the five-point Likert scale, where the tool was adopted in its final form consisting of (30) paragraph.

Tool stability:

For the purposes of verifying the stability of the tool, the internal consistency of the scale was applied using the Cronbach-alpha equation and the results were as in the following table (2) .

table(2):
Cronbach–alpha equation

field	No. items	Cronbach–alpha equation
electronic field	7	0.785
academic field	7	0.855
psychological field	8	0.924
economic field	4	0.888
social field	4	0.887
In general,	30	0.867.

It is clear from the presentation of Table (2) that the stability coefficient on the obstacles that faced teaching swimming courses during Corona pandemic in general came to a degree (0.867), which is an acceptable value indicating the stability of the paragraphs of the scale in the individual domains and the scale as a whole.

Results:

The results related to the first question: **What are the most important obstacles that faced teaching swimming courses at Faculty of Physical Education and Sport Science at Hashemite University during Corona pandemic, from the students' point of view themselves?**

To answer this question, the arithmetic averages and standard deviations of the responses of students enrolled in swimming courses at the College of Physical Education and Sport Science at the Hashemite University were calculated about the obstacles encountered in teaching swimming courses at the College of Physical Education and Sport Science at the Hashemite University during Corona pandemic for each field individually and for the fields as a whole. This is as shown in Tables:(8–3)

Table (3):

Arithmetic averages in descending order and standard deviations of the obstacles encountered in teaching swimming courses in the Faculty of Physical Education and Sport Science at Hashemite University during Corona pandemic.

No	obstacles	Field order	Arithmetic averages	standard deviations	Degree level
1	electronic field	1	3.79	0.29	High
2	academic field	2	3.45	0.23	Medium
3	psychological field	3	2.52	0.18	Medium
4	economic field	4	2.40	0.34	Medium
5	social field	5	1.80	0.41	Low
total			2.92	0.16	Medium

It is clear from Table (3) that the arithmetic averages of the students' responses about the obstacles that faced teaching swimming courses at the Faculty of Physical Education and Sport Science at the Hashemite University during Corona pandemic in general are **medium**, as the arithmetic mean of the responses of the study sample members was (2.92) and with a standard deviation (0.16). , where the obstacles related to the electronic field got the highest arithmetic mean, which reached (3.79) and standard deviation (0.29) and a high degree of approval. The obstacles related to the psychological domain came with an arithmetic mean (2.52), and standard deviation (0.18) and a medium degree of agreement, then the obstacles related to the economic domain came with an arithmetic mean (2.40), and standard deviation (0.34) and a medium agreement, and finally, obstacles related to the social domain with an arithmetic mean (1.80), with a standard deviation (0.41), and a low agreement score.

The researchers believe, and after what the results of the statistical analysis showed that there are many obstacles that faced the process of teaching swimming during Corona pandemic, including those related to the electronic, academic, psychological, economic or social fields, in varying proportions, from obstacles high degree to obstacles low degree, and the researchers attribute this result to the nature of the practical courses, which rely heavily on face-to-face learning, which students were denied due to Corona pandemic and reduced their chances of mastering motor skills in general and swimming skill in particular, as the teaching process was exposed to many challenges and obstacles that prevented the achievement of the desired educational goals.

As for the individual domains, the researchers believe that the obstacles related to the electronic domain ranked first and in a high degree, as they obtained the highest arithmetic average and reached (3.79). The kinetics of the swimming course greatly affected the achievement of educational goals and the transfer of knowledge to students, which

negatively affected their mastery of swimming skills and greatly impeded their learning of swimming courses.

As for the field of obstacles related to the social field, it got the last rank among the fields, where it came with an arithmetic average (1.80) and a low approval degree. The researcher's attributes this to the fact that the students did not feel alienated from their colleagues or disconnected from them due to the pandemic, as they were communicating with each other through the multiple and widely spread social media platforms.

For individual domains:

The first field: Obstacles related to the electronic field: the arithmetic averages and standard deviations of all obstacles were calculated, as shown in Table:(4)

Table (4):

the arithmetic averages in descending order, the standard deviations, and the degree of agreement for the obstacles related to the electronic domain

Rank	No	Paragraph	Arithmetic averages	standard deviation	Degree level
1	1	I do not have the electronic skills required to search for any topic on the Internet related to swimming courses	4.32	0.65	High
2	2	I had difficulties in obtaining information about swimming skills on websites	4.18	0.51	High
3	5	Frequent power outages prevented me from attending interactive electronic lectures	4.15	0.46	High
4	3	Poor internet and pressure on the internet negatively affected my follow-up to the videos offered by swimming teachers	4.15	0.50	High
5	6	The electronic content that was presented is not commensurate with swimming skills	3.97	0.80	High

6	7	The electronic content related to swimming skills did not contain various activities, duties and exercises	3.49	0.68	Medium
7	4	Swimming teachers do not have the electronic skills required to teach a swimming course through distance	2.29	0.85	Medium
Total			3.79	0.29	High

It is clear from Table (4) that the arithmetic mean of the obstacles related to the electronic domain as a whole was (3.79) with a standard deviation (0.29), with a high degree of agreement, and the arithmetic averages of the domain paragraphs ranged between (2.29) . (4.32)

Paragraph (1): "*I do not have the electronic skills required to search for any topic on the Internet related to swimming courses*" came in the first place among the study sample members with an arithmetic mean (4.32) and a standard deviation (0.65) and a high degree of approval. as the paragraph (2): "*I faced difficulties in obtaining information related to swimming skills on websites*", in the second place among the study sample members with a mean (4.18) and a standard deviation (0.51), and a high degree of approval. While the paragraph (7) "*The electronic content related to swimming skills did not contain various activities duties and exercises*", ranked penultimate with an arithmetic mean (3.49) and a standard deviation (0.68) and a degree of medium approval. as stated in Paragraph (4): "*Swimming teachers do not have the required electronic skills for teaching swimming course through distance learning*", it ranked last with a mean (2.29) and a standard deviation (0.85) and a low degree of agreement.

The researcher attributes that the paragraph that states "*I do not have the electronic skills required to search for any topic on the Internet related to swimming courses*" ranked first due to the poor level of students and their inability to deal with electronic content well or the inability to search for the required material through websites official and approved electronic for scientific research.

As for the passage of the paragraph that states "*Swimming teachers do not have the electronic skills required to teach swimming course through distance learning*," it ranked last, and the researcher attributes this to the fact that teachers had joined at the beginning of the pandemic several courses and workshops that enabled them to deal with electronic devices and use them in the process teaching optimally.

The second field: Obstacles related to the psychological field: the arithmetic averages and standard deviations of all obstacles were calculated, as shown in Table:(5)

Table (5):

The arithmetic averages in descending order standard deviations and the degree of approval of the obstacles related to the psychological domain

Rank	No	Paragraph	Arithm etic averag es	standard deviation	Degr ee level
1	8	I feel completely dissatisfied with distance learning swimming skills	3.62	0.59	Medi um
2	6	Only memorization and video presentation made it difficult for me to perceive and sense	2.97	0.40	Medi um
3	4	The electronic content of swimming skills does not increase my motivation to learn and	2.88	0.50	Medi um
4	5	The shift from face-to-face learning to distance learning contributed to my suffering in learning	2.85	0.39	Medi um
5	7	I'm afraid I won't be able to apply the swimming skills I've learned remotely because of the	2.71	0.36	Medi um
6	3	The Corona pandemic has weakened my self-confidence and self-reliance in learning the skill	2.26	0.68	Medi um
7	2	I was very afraid of getting sick and therefore not being able to swim	1.66	0.59	Low
8	1	I suffered from psychological pressure because I did not go to swimming lessons	1.22	0.47	Low
Total			2.52	0.18	Medi

It is clear from Table (5) that the arithmetic mean of the obstacles related to the psychological domain as a whole was (2.52) with a standard deviation (0.59) with a medium degree of agreement, and the arithmetic averages of the domain paragraphs ranged between (1.22–3.62).

Paragraph (8): “*I am concerned that the teacher does not use visual teaching aids to help learn swimming skills,*” came in the first place among the study sample members with a mean of (3.62) and a standard deviation (0.59) and a medium degree of approval, as the

paragraph (6): “*Excluding memorization and displaying videos made it more difficult for me to perceive and feel about swimming skills.*” In the second place among the study sample members with a mean of (2.97) and standard deviation (0.40) and a medium degree of agreement, as stated in paragraph (2): “*I was I feel very afraid of getting sick and therefore not being able to swim*” in the penultimate rank with a mean (1.66) and standard deviation (0.59) and a low approval score. While the paragraph (1): “*I suffered from psychological pressure because I did not go to swimming lectures*” in the last place with a mean (1.22) and a standard deviation (0.47) and a low degree of approval.

The researcher attributes the occurrence of the paragraph that states, “*I am concerned that the teacher does not use visual teaching aids to help learn swimming skills.*” It ranked first among the paragraphs of the psychological field, perhaps because of the nature of swimming skills, which requires an explanation of the skills and then a practical application in front of the teacher and correcting mistakes, then reaching the automated stage of performance, while during distance learning the process was limited to the role of the teacher in using visual means to explain the skills and present it to students, which increased the psychological obstacles of students and affected their performance.

As for the occurrence of the paragraph that states, “*I suffered from psychological pressure because I did not go to swimming lessons,*” the researchers believe that it did not constitute a significant psychological obstacle for students registered for swimming courses during Corona pandemic.

The third field: the field of obstacles related to the academic field: the arithmetic averages and standard deviations of all obstacles were calculated, as shown in Table(6)

Table (6):

The arithmetic averages in descending order, the standard deviations, and the degree of approval of the obstacles related to the academic field

Rank	No	Paragraph	Arithm etic averag es	standar d deviatio n	Degree level
1	7	Learning swimming skills takes longer than it was during the Corona pandemic	4.17	0.42	High
2	1	Learning swimming skills face-to-face is much better than learning it online and without any	3.78	0.43	High

3	4	Distance learning in swimming courses weakens the spirit of competition	3.61	0.49	Medium
4	3	The continuation of the Corona pandemic will negatively affect my academic achievement in	3.52	0.50	Medium
5	6	Distance learns swimming skills earns me the minimum of what is required	3.23	0.54	Medium
6	2	The continuation of the Corona pandemic negatively affects my performance of practical skills especially swimming	3.11	0.64	Medium
7	5	Distance learning swimming skills is not done in correct scientific ways	2.70	0.76	Medium
Total			3.45	0.23	Medium

It is clear from Table (6) that the arithmetic mean of the obstacles related to the academic field as a whole was (3.45) with a standard deviation (0.23) with a medium degree of agreement, and the arithmetic averages of the domain paragraphs ranged between (2.70) (4.17).

Paragraph (7): "*Learning swimming skills needs a longer time than it was during Corona pandemic,*" ranked first among the study sample members with a mean of (4.17) and standard deviation of (0.42) and a high degree of approval, as paragraph (1): "*Learning face-to-face swimming skills is much better than learning them electronically and without any doubt*" In the second place among the study sample members, with a mean of (3.78) and a standard deviation of (0.43), and a high degree of agreement, while paragraph (2): "*The continuation of Corona pandemic negatively affects my performance of practical skills, especially swimming,*" ranked penultimate with an arithmetic mean of (3.11) and a standard deviation of (0.64) and a degree of medium approval, as stated in paragraph (5): "*distance learning swimming skills was not done in ways that correct scientific*" in the last place with a mean of (2.70) and standard deviation of (0.76) and a degree of medium agreement.

The researchers attribute the fact that the paragraph that states "*learning swimming skills needs a longer time than it was during Corona pandemic*" ranked first. The student performs the skills without fear or impact on his life, and this is what was not available during the pandemic in terms of time constraints and the inability to perform the skill properly in the watery environment that students were deprived of due to the conditions of home quarantine and receiving distance learning while they are in their homes.

As for the paragraph that states, “*Distance learning swimming skills was not done by correct scientific methods,*” it came in last place, and the researcher’s attributes this to perhaps because teachers do what is required of them during the pandemic and considering the possibilities they have.

Fourth Domain: Obstacles related to the economic field: the arithmetic averages and standard deviations of all obstacles were calculated, as shown in Table:(7)

Table (7):

The arithmetic averages in descending order, the standard deviations, and the degree of agreement for the obstacles related to the economic field

Rank	No	Paragraph	Arithmetic averages	standard deviation	Degree level
1	3	I may have had to take additional swimming courses in order to learn and master skills that I did not master during the pandemic	2.69	0.97	Medium
2	4	I do not have a smartphone or laptop to help me understand and assimilate the skills of	2.43	0.50	Medium
3	2	I may be tempted to postpone my studies due to the Corona pandemic	2.29	0.59	Low
4	1	The Corona pandemic has increased the financial burden on my family	2.17	0.59	Low
Total			2.40	0.34	Medium

It is clear from Table (7) that the arithmetic mean of the obstacles related to the economic field as a whole was (2.40), with a standard deviation of (0.34), with a medium degree of agreement, and the arithmetic averages of the domain paragraphs ranged between (2.29–2.69).

Where Paragraph (3) “*I may have had to take additional strengthening courses in swimming in order to learn and master the skills that I did not master during the pandemic,*” ranked first among the study sample members with an arithmetic mean of (2.69) and a standard deviation (0.97), and a medium degree of approval. Paragraph (4): “*I do not own a smart phone or laptop to help me understand and assimilate the skills of swimming*” came in second place among the study sample, with a mean of (2.43) and a standard deviation of

(0.50), and a medium degree of approval, while paragraph (2): “*I may be inclined to postpone my studies due to Corona pandemic,*” came in the penultimate rank with an arithmetic mean of (2.29), a standard deviation of (0.59), and an average degree of approval. Paragraph (1): “*The Corona pandemic contributed in increasing the financial burden on my family*”, it ranked last with a mean of (2.17) and a standard deviation of (0.59) and a medium degree of approval.

The researchers attributes the fact that the paragraph that states “*I had to take additional strengthening courses in swimming in order to learn and master the skills that I did not master during the pandemic*” ranked first because of the students’ feeling that the motor skills of swimming require much more than what was received during the pandemic, Therefore, the student whoever seeks to master swimming skills well must enroll in external strengthening courses to master the skills he did not know during distance learning.

As for the paragraph that states “*Corona pandemic contributed to increasing the financial burden on my family,*” from the researcher’s point of view, it may be the opposite because during Corona pandemic, there was no financial burden on the family, as transportation expenses were provided, books were purchased, photocopies were taken, and other expenses incurred by the student leaving the university during face-to-face learning.

The fifth field: Obstacles related to the social domain: the arithmetic averages and standard deviations of all obstacles were calculated, as shown in Table(8)

Table (8):

The arithmetic averages in descending order, standard deviations, and the degree of approval of the obstacles related to the social domain

Rank	No	Paragraph	Arithm etic averag es	standar d deviatio n	Degree level
1	4	I do not feel fair in the assessment process and the distribution of grades to swimming course students during the pandemic.	2.35	1.01	Medium
2	3	I miss social relations with my colleagues who are registered for swimming courses during the	1.78	0.67	Low
3	2	I was missing out on communication and interaction with my swimming teachers during	1.78	0.59	Low
4	1	I felt alienated from my colleagues during the Corona pandemic	1.31	0.47	Low

Total	1.80	0.41	Low
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It is clear from Table (8) that the arithmetic mean of the obstacles related to the social domain was (1.80), with a standard deviation of (0.41), with a low degree of agreement, and the arithmetic averages of the domain items ranged between (2.35–1.31) .Paragraph (4): “*I do not feel fair in the evaluation process and the distribution of marks to students of the swimming course during the pandemic,*” ranked first among the study sample members with a mean of (2.35) and a standard deviation of (1.01), and a medium degree of approval, as the paragraph (2): “*I miss social relations with my colleagues who registered for swimming courses during the pandemic,*” in the second place among the study sample members with a mean of (1.78) and a standard deviation (0.67), and a low degree of approval, while paragraph (3): “*I miss communication and interaction with swimming teachers during the pandemic*”, ranked penultimate with a mean of (1.78), and standard deviation of (0.59) and a low degree of approval, as came the paragraph: (1): “*I felt alienated from my colleagues during the Corona pandemic*”, ranked The latter had a mean of (1.31), and standard deviation of (0.47), and a low degree of agreement.

The researchers attribute the fact that the paragraph that states, “*I do not feel fair in the evaluation process and the distribution of marks to students of the swimming course during the pandemic,*” ranked first among the paragraphs of the field. This is a natural result he got it because the human nature of the student, regardless of his grade in the exam, believes that he deserves a higher grade and demands a higher mark than what he obtained.As for the paragraph that states “*I felt alienated from my colleagues during Corona pandemic,*” it came in last place, from the researcher’s point of view, that social networking

sites were widely spread and all students were communicating with each other during the pandemic, perhaps to a greater extent than they were before the pandemic.

Conclusions and Recommendations

After conducting the statistical analysis and discussing the results of the research, the researchers conclude that there are a set of obstacles that faced teaching swimming courses during Corona pandemic, which were arranged as follows:

- Obstacles related to the electronic field.
- Obstacles related to the academic field.
- Obstacles related to the psychological field.
- Obstacles related to the economic field.
- Obstacles related to the social field.

The researchers recommend the need to generalize the results of this study to workers in the field of teaching practical courses, especially swimming, to work on alleviating the effects of these obstacles on the teaching process. What is the method of face-to-face teaching and is commensurate with the nature of the motor skills of different sports, and finally the researchers recommend conducting more studies to identify the obstacles that faced the process of teaching practical courses during the pandemic.

Acknowledgements

We register our thanks and appreciation to the research sample represented by students of the College of Physical Education and Sports Sciences, The Hashemite University

Conflict of interest

The authors declare that they have no conflicts of interest

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