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EVALUATION OF THE SERIES OF WEBINARS CONDUCTED BY THE INSTITUTE OF PHYSICAL EDUCATION

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ABSTRACT

Seminars are one method to enhance, educating and training professionals and students in a specific field. Seminars are now held via technological platforms due to pandemic. It is a recurring question whether web-seminars or webinars are an effective medium for improving knowledge and skills in the same way that seminars have always been. The purpose of this study is to determine whether the teachers, students, and other webinar participants improved their learning after attending. To analyze, an evaluation assessment was done to identify participants' knowledge and skills before and after the webinar. It reveals that the knowledge and skills of the participants before and after the webinar are significantly different. It demonstrates that the percentage of their learning has increased because of attending webinars. Here as result, the study concludes that webinars are an effective medium of teaching and learning, on par with seminars, because they contribute significantly to the improvement of knowledge and skills of all the attendees.

INTRODUCTION

Seminars are an integral part of the curriculum because they enable teachers and other professionals to improve their previous knowledge and skills to be better prepared for their jobs. Professors from various universities and countries can actively participate and engage in seminars. It can help instructors better understand a field or topic, which they can apply to their students and careers.

During the pre-pandemic period, seminars are typically held on school campuses. However, when the pandemic strikes, the physical training programs are moved online, usually via Google Meet and Zoom, and are now known as webinars. During the pandemic, there is a rapid transition in conducting training programs from physical to virtual, which requires long and complex adjustments

Meetings, conferences, training, and lectures that are intended to provide information in a one-way or two-way approach can be included. Webinars can integrate audio, video, and textual communication to promote greater participation and comprehension since the pandemic has become popular a more people cannot participate in physical exercise. A webinar is typically composed of moderators, resource speakers, and invited participants.

The primary goal of holding webinars is to assist attendees in improving their knowledge and skills by incorporating the most recent techniques and approaches in their respective fields. Countless people in modern society seek out webinars because they allow participants to participate while sitting at home or in the office without spending extra time or money. Webinars are commonly used in the business world to increase sales and train employees who work in different locations worldwide. However, webinars are nowadays widely utilized in the realm of education.

Higher education and professional training are increasingly embracing digital learning environments. Webinars are web-based seminars in which participants and facilitators interact in real-time through voice-over IP technology and web camera equipment. Hence, webinars are used to teach and learn.

Webinar series is the first growing trend in webinar training. Zenhom (2020) notes that series webinars are made up of several sessions on different days and times to impart comprehensive knowledge and practical skills. Therefore, developing a series of training events that will offer people genuine value rather than teaching everything in a single webinar is advisable.

Making webinars a fun learning experience is another emerging trend. According to Galina (2020), interactive participation must take center stage in webinar training. It is crucial to keep the audience interested and focused. We must ensure that participants have regular opportunities to engage with the material and the instructor's physicality. Because of this, webinar experts are currently working to incorporate as many features as possible.

Webinars may be accessed from anywhere in the world and provide more knowledge and skills from a variety of skilled and knowledgeable presenters.

While considering the significance and relevance of webinars, it is undeniable that there are some issues to consider. First is choosing the best platform to use, in which the presenter must select the right and best webinar platform for their needs to host a webinar successfully. This process may have to consider the number of attendees, the cost, and the ease of use of the application or platform. Most importantly, the platform must be able to accommodate everyone. The second issue is choosing a winning webinar title, which is essential in attracting attendees. And there is a lot that goes into planning a successful event and having a catchy title will capture the attention of your target audience, making them want to learn more about the topic. The third issue is preparing presentations, which is very time-consuming since it has to be very careful in ensuring the texts' clarity, audibility, and visibility. Fourth is engaging the audience, which the organizers must do to get the best results from their webinars. Attendees will leave if the webinars are boring and will not sign up for other events. And it takes more than just a large turnout of attendees to raise your webinar's Key Performance Indicators (KPIs). Fifth is dealing with technical issues. Because there are so many potential technical issues, such as poor audio and video quality, it is crucial to choose the best platform. Another aspect, connectivity, has come up while discussing the video and audio clarity. And the main difficulty in a webinar can be the internet connection because it can lead to misunderstandings and participant disinterest. Lastly, metrics can be used to measure a webinar's degree of success. The registration rate, attendance rate, replay views, retention rate, and engagement are key metrics to pay attention to during webinars.

This study raises the readers' awareness of knowledge assessment before and after webinars, allowing them to develop and improve

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strategies for effective webinar learning. Furthermore, this study could help the Institute and the University improve the offerings of webinars to their clientele.

MATERIALS AND METHODS

The study utilized the descriptive-evaluative research design. According to Prieto (2017) this method of research design seeks to access or judge some way, providing information about something other than might be gleaned in mere observation or investigation of relationship. This descriptive-evaluative research design assessed the participants knowledge and skills before and after attending the webinars.

The respondents of this study were the teachers, other professionals and students who are the attendees of the webinar. The list of respondents was gathered through the registration and evaluation forms consolidated by the Institute core group.

To describe and evaluate the webinars conducted by the Institute will seek the help of the Institute Training Head to provide a copy of the terminal reports, provided that the data shall only be used for this research endeavor. The data from the terminal reports were extracted, summarized. Organized and analyzed to answer the questions.

According to Bryman and Bell (2007), the following ten points represent the most important principles related to ethical considerations in research: a) the protection of the privacy or research participants must be ensured; b) An Adequate level of confidentiality of the research data should be ensured; c) The anonymity of individuals and organizations participating in the research must be ensured; d) Any deception or exaggeration about the aims and objectives of the research must be avoided; and e) Any type of misleading information, as well as representation of primary data findings in a biased way, must be avoided. All these five principles related to ethical consideration were strictly observed by the researchers, as evidenced by the discussion on the data collection procedure.

To describe the objectives, learning contents, tools, materials, activities and trainers of the conducted webinars, the researchers used weighted mean. The computed weighted mean for each criterion in the training evaluation tool was interpreted using the following scale with verbal interpretation and qualitative description.

Participants viewers were assessed before the plenary sessions using a survey form and the Likert Scale Method. The same form was used right after the end or completion of the webinars.

RESULTS

Table 1
Clients' Evaluation of Objectives and Learning Contents

Webinar	Mean	Training Rating	Clients' Satisfaction Level
Train Like A Champ: Be A Champ… wave 1 (Endurance Training and Exercise, Common Injuries & Prevention for Athletics and Sports Nutrition)	4.73	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 2 (Essential Skills, Issues, Concerns and Trends in Athletics)	4.57	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 3 (Racket Games: Badminton and Table Tennis)	4.79	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 4 (Combative Sports: Taekwondo and Arnis)	4.73	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 5 (Folkdance)	4.78	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 6 (Team Sports)	4.32	Excellent	Very Satisfied
Average: 4.27 (Excellent)			

Table 2
Clients' Evaluation of Learning Tools, Materials, and Activities

Webinar	Mean	Training Rating	Clients' Satisfaction Level
Train Like A Champ: Be A Champ… wave 1 (Endurance Training and Exercise, Common Injuries & Prevention for Athletics and Sports Nutrition)	4.75	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 2 (Essential Skills, Issues, Concerns and Trends in Athletics)	4.56	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 3 (Racket Games: Badminton and Table Tennis)	4.75	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 4 (Combative Sports: Taekwondo and Arnis)	4.72	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 5 (Folkdance)	4.78	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 6 (Team Sports)	4.31	Excellent	Very Satisfied
Average: 4.23 (Excellent)			

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Table 3
Clients' Evaluation of Resource Persons/Trainers

Webinar	Mean	Training Rating	Clients' Satisfaction Level
Train Like A Champ: Be A Champ… wave 1 (Endurance Training and Exercise, Common Injuries & Prevention for Athletics and Sports Nutrition)	4.79	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 2 (Essential Skills, Issues, Concerns and Trends in Athletics)	4.60	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 3 (Racket Games: Badminton and Table Tennis)	4.85	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 4 (Combative Sports: Taekwondo and Arnis)	4.81	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 5 (Folkdance)	4.87	Excellent	Very Satisfied
Train Like A Champ: Be A Champ… wave 6 (Team Sports)	4.41	Excellent	Very Satisfied
Average: 4.18 (Very Satisfactory)			

Table 4
Evaluation of Participants' Knowledge and Skills Before Attending Webinars

Webinar	Mean	Descriptor
Train Like A Champ: Be A Champ… wave 1 (Endurance Training and Exercise, Common Injuries & Prevention for Athletics and Sports Nutrition)	2.89	Substantial
Train Like A Champ: Be A Champ… wave 2 (Essential Skills, Issues, Concerns and Trends in Athletics)	2.61	Substantial
Train Like A Champ: Be A Champ… wave 3 (Racket Games: Badminton and Table Tennis)	2.96	Substantial
Train Like A Champ: Be A Champ… wave 4 (Combative Sports: Taekwondo and Arnis)	2.72	Substantial
Train Like A Champ: Be A Champ… wave 5 (Folkdance)	2.97	Substantial
Train Like A Champ: Be A Champ… wave 6 (Team Sports)	2.21	Substantial
Average: 2.98 (Substantial)		

Table 5
Evaluation of Participants' Knowledge and Skills after Attending the Webinars

Webinars	Mean	Descriptor
Train Like A Champ: Be A Champ… wave 1 (Endurance Training and Exercise, Common Injuries & Prevention for Athletics and Sports Nutrition)	3.76	Highly Substantial
Train Like A Champ: Be A Champ… wave 2 (Essential Skills, Issues, Concerns and Trends in Athletics)	3.55	Highly Substantial
Train Like A Champ: Be A Champ… wave 3 (Racket Games: Badminton and Table Tennis)	3.70	Highly Substantial
Train Like A Champ: Be A Champ… wave 4 (Combative Sports: Taekwondo and Arnis)	3.68	Highly Substantial
Train Like A Champ: Be A Champ… wave 5 (Folkdance)	3.87	Highly Substantial
Train Like A Champ: Be A Champ… wave 6 (Team Sports)	3.32	Highly Substantial
Average: 3. 66 (Highly Substantial)		

Table 6
Evaluation of Participants' Knowledge and Skills Before and After Attending the Webinars

Webinars	Mean (after) – Mean (before)	Mean Difference
Train Like A Champ: Be A Champ… wave 1 (Endurance Training and Exercise, Common Injuries & Prevention for Athletics and Sports Nutrition)	3.76 – 2.89	.87
Train Like A Champ: Be A Champ… wave 2 (Essential Skills, Issues, Concerns and Trends in Athletics)	3.55 – 2.61	.94
Train Like A Champ: Be A Champ… wave 3 (Racket Games: Badminton and Table Tennis)	3.70 – 2.96	.74
Train Like A Champ: Be A Champ… wave 4 (Combative Sports: Taekwondo and Arnis)	3.68 – 2.72	.96
Train Like A Champ: Be A Champ… wave 5 (Folkdance)	3.87 – 2.97	.90
Train Like A Champ: Be A Champ… wave 6 (Team Sports)	3.32 – 2.51	.81

DISCUSSION

1. This study was undertaken with the broad goals of understanding how webinars might be described in terms of learning objectives, learning content, learning tools and materials, and resource person. It also seeks to describe the participants' knowledge before and after the webinar, as well as the significant difference. This also solicits comments and suggestions to provide implications.

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1.1 Learning Objectives and Learning Contents
In terms of learning objectives and contents, training ratings range from poor to needs improvement, satisfactory to very satisfactory, and excellent. The six webinars are rated as excellent and very satisfactory. Overall, the six webinars garnered an excellent evaluation and received a clients' satisfaction level of very satisfied.

1.2 Learning Tools, Materials, and Activities
As to the learning tools, materials, and activities, the six webinars are rated as excellent. Client satisfaction levels, on the other hand, rated very satisfied. Similarly, the six webinars' aggregate average score in terms of learning resources is excellent.

1.3 Resource Person/Trainer
In terms of resource person/trainer, the six webinars are rated as excellent and very satisfactory. Webinars received excellent rates from participants. So far, clients' satisfaction levels fall into highly satisfied.

2. Participants' Prior Knowledge and Skills
The evaluation survey asks participants to rank their degree of knowledge on a scale of very limited to highly substantial. All six (6) webinars received the descriptor substantial, indicating that their prior knowledge is not highly substantial about the topic, as indicated by data, and may be improved after attending the webinars.

3. Participants' Knowledge and Skills After Attending the Webinars
All six (6) webinars received the description "highly substantial," indicating that the participants' knowledge and skills are highly substantial about the topic after participating in the webinars. The calculated average of the webinars falls under the rating of highly substantial.

4. Significant Difference Between the Participants' Knowledge and Skills Before and After Attending the Webinar
The difference in the participants' knowledge and skills before and after attending the webinars appeared to be significant.

5. Comments and Suggestions of the Participants
The participants commended the Institute of Physical Education Training Units' for the series of webinars. However, there are some comments and suggestions from participants that can be helpful in improving the webinar. These include the need for a stable internet connection, additional learning materials, and having an energizer.

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