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DISTANCE EDUCATION AND E-LEARNING: INSTRUMENTS FOR MANAGING BEHAVIOUR AND CHARACTER REFORMATION IN SPORTS AND SOCIETY 5.0

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ABSTRACT

Education has no doubt been scientifically proven to be an agent of positive change in human behavior and fosters peace in the society. Nigeria has over 13,000 public secondary schools and over 80,000 private secondary schools as at April 2024, while there are 62 federal universities, 63 state universities and 149 private universities. However, despite the high number of availability of schools running both full-time and part-time in-class programme in Nigeria, there is still tremendous level of deviant behavior mostly in sport and the society at large. Several scholars have tried to explore the behavior and character reformation of people in an educational setting but little to none have examined distance education and e-Learning for managing behavior and building/reforming character in sports and society 5.0. Hence this study therefore proposes distance education and e-Learning as a vital instrument for managing behavior and character reformation in sports and society 5.0. Specifically, some conceptual clarifications of distance education and e-Learning, behavior management and character reformation are x-rayed. Various platforms for managing behavior and reforming character in sports and society 5.0 through distance and e-learning vis-à-vis the challenges of distance education and e-learning in sports and society 5.0 were discussed. The role of the teacher in e-learning was also considered.

Keywords: Behaviour, Character Reformation, Distance education, e- Learning, Society 5.0

INTRODUCTION

Education is an agent of positive change in human behaviour and fosters peace in the society. Its significance to sports and society at large in the modern era cannot be overemphasized. It has been generally viewed as the major strongest means which facts and information spring from. The term e-learning in education is simply a form of learning that is designed to create an online communication between the teacher/coach and the students/athletes (Keegan, 1980; Kumar-Basak et al., 2018). Although eLearning comprises a lot more than online learning, virtual learning, distributed learning, networked or web-based learning. However, the letter "e" in e-learning stands for the word "electronic", e-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or stand-alone computers and other electronic devices (Pushpanathan, 2012).

Distance education is a planned learning experience or method of instruction characterized by quasi-permanent separation of the instructor and learner(s). According to Burns (2011), Distance education is ultimately about improving the quality of teaching so that we can improve student learning. UNESCO (2007) defines distance education as "an educational process and system in which all or a significant proportion of the teaching is carried out by someone or something removed in space and time from the learner." Distance learning is a method of self-learning, that leads to strengthening the system of open and continuing education. Within a distance education system, information and communication are exchanged through print or electronic communications media (Keegan, 1980). Other scholars in education pedagogy have viewed it as education in which the crux involves the physical separation of teachers and learners while instruction is ongoing and the adoption of diverse technologies to make easy student-teacher and student-student or teacher-teacher conversation (Guri- Rosenblit, 2005).

Behaviour is simply the actions of a person or group of people. Campbell and Reece, (2005) defined behaviour as "everything an animal does and how it does it". Uher (2016), perceived it as being so pervasive and intrinsic to everyday life. Behaviour is influenced by many factors like age, personality, interactions with others, culture, home environment, trainings and gender. Student behaviour is the way children and young people behave at school. In schools, there is often positive student behaviour, poor student behaviour and anti-social student behaviour. Positive behaviour includes cooperating, paying attention in class and sharing with classmates. Poor student behaviour includes talking when supposed to be working, being late to class, truancy, being abusive etc. Antisocial behaviour is behaviour that is harmful and not accepted in the society, such as drug and alcohol use, graffiti and bullying. This study is set to provide clearer conceptual clarifications for distance education and e-learning, behaviour management and character reformation, and identify platforms for character reformations and behavior management in sports and society 5.0.

CONCEPT CLARIFICATIONS

For the purpose of clarity and in-depth understanding of this paper, there are some key concepts which must be examined. These concepts include distance education and e-learning, behavior management, sports, and society 5.0.

Distance education and e-learning have been misconstrued by many to mean exact same thing, but the reality of situation is that though the two concepts are sometimes used interchangeably but they both represent different things (Asabere & Mends-Brew, 2012). There has been a glaring challenge in the misplacement of the concepts, and this was captured in the statement of Guri-Rosenblit (2013:123) that "the blurring of boundaries between conventional and distance education has created an identity crisis as to what constitute distance education". E-learning is an online/ICT integrated educational communication tool that is designed for the exchange of teaching and learning (knowledge) that can take place in both conventional and distance modes of learning, while distance education is an educational strategy that is designed to cater for the exchange of teaching and learning that could be aided with or without technology and devoid of space and time (Asabere, & Mends-Brew, 2012; Guri-Rosenblit, 2005). Summarily e-learning is a subset and a function of distance education (Kumar-Basak, et al., 2018).

Behaviour management is a whole school approach. It includes creating a positive environment for learning; it uses strategies that encourage positive behaviour in schools. It also involves a range of strategies to reduce the chance of poor or antisocial behaviour. Behaviour Management is also about having effective ways to deal with poor behaviour so that students can learn from their mistakes and at the same time, take responsibility for wrong doing. Behaviour management is vitally important within the classroom. It is not just about

punishing unwanted behaviour or even rewarding desired behaviour, rather, it is about having strategies in place to support students to behave in ways that help them gain the most from their schooling. Oxley (2015) considers that building positive learning relationships and intrinsically motivating students to learn are important for effective behaviour management. 'Intrinsically' is important here as it is about students being motivated for reasons inside the person, such as for enjoyment, or because it makes them feel better about themselves; as opposed to extrinsic motivations, such as stickers, money, etc. It is a school approach to creating an environment to promote positive behaviour and reduce opportunities for poor behaviour. However, behaviour management in the context of eLearning is majorly about responding to poor learning behaviour of the students in a way that not only allows students to take responsibility for their inactiveness in learning but provides them with an opportunity to learn and change positively.

Sports is a term which has been viewed atomically by authors, holistically it is viewed as something that is done beyond competition. Malm, Jakobson and Isaksson (2019) viewed sport as a human activity whose main aim is the promotion of physical activity and improvement of motor skills for health, performance and psychological development. It provides participants with the chance of being part of a community, develop new social circles, and create social norms and attitude. Although the Oxford English Dictionary defines it as an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment. Sports is all forms of physical activities that contributes to fitness, mental

wellbeing and social interaction such as play, recreation, organized or competitive sport, and indigenous sports and games. More specifically, McCullough, et al. (2018) citing the Swedish Sports Federation described sport as any physical activity that is undertaken with a view to performing better, having fun or feeling good. It is no doubt judging from the conceptualization of sports stated earlier that sport is an activity that requires physical exertion and it is fun to all the stakeholders, although this depends on the angle from which sports is viewed.

Society 5.0 is a social paradigm shift that seeks to maintain a stricken balance between technology and human values whose competence is based on the adaptation to ecosystem (Panizzon & Barrcellos, 2020). It is a concept that is centered on human effectiveness and high productivity. It was introduced in the first half of the 21st century in the year 2016 by the Japanese government as a follow up on the societal evolution from (Society 1.0) hunting society, (Society 2.0) agricultural society, (Society 3.0) industrial society, (Society 4.0) information society and now (Society 5.0) the smart society (China Global Television Network, 2019; Wahyudi, 2019). According to the Japanese government, Society 5.0 is referred to as "Super Smart Society" dedicated at generating a society where people can resolve various social challenges by incorporating innovations such as AI, robots and big data into society (China Global Television Network, 2019). Society

5.0 is an era of human activities that is not to be replaced by machines but supported by machine (Wahyudi, 2019) an era of cyber-physical and social integration for the generation of improved quality of life (Sudibja, et al., 2019).

DISTANCE EDUCATION AND E-LEARNING IN CHARACTER REFORMATION OF SOCIETY 5.0

The essence of any functional education either conventional or distance education is to strive to reform, build and expand the learners mind and also reform his behaviour and character to meet the societal needs and aspirations (Baird, 1993). Every educated individual is expected to be found worthy both in learning and in character. A question on whether such fundamentals of education can be found in education attained through distance education and e-learning in the supper smart society has been raised by skeptics (Jung, 2015). He identifies the various features of learning management system (LMS) of distance and online learning such as collaborative documents, video conferences, and discussion thread as avenues through which character formation through distance education and e-learning can be realized. For example, he talked about the discussion forum as a key element of (LMS) that could stimulate dialogue among the learners and input opportunity from the course handler. The discussion forum was expressed as an avenue to reveal the depth of the students understanding on the subject matter or shared material. Likewise, this feature provides the educator or teacher the space to observe, make assessment and influence the students' thoughts and understanding.

DISTANCE AND E-LEARNING PLATFORMS FOR MANAGING BEHAVIOUR AND CHARACTER REFORMATION IN SPORTS AND SOCIETY 5.0

Generally, there are numerous platforms for managing behavior and character reformation in sports and society 5.0. For the purpose of this paper, three of these platforms are examined. These include video conferencing, synchronous/asynchronous and hybrid learning.

Video Conferencing

This involves staging of conference among two or more learners at different location using the computer network for audio and video transmission. Learners switched on the inbuilt camera on their laptop, tablet, or desktop to communicate to other learners. The main advantage of video conferencing when compared with teleconferencing is that learners can see the lecturer which allows the former to develop stronger relationship without being physically present. It may be used to connect a traditional classroom setting and learners in their various offices or other locations can gain access. Some of the video conferencing applications include Zoom, GoToMeeting, Google meet, Skype, etc. Becta (2003) divides video conferencing system into desktop and dedicated systems. The primary difference between desktop and dedicated systems lies in their design, purpose, functionality, performance, and intended use. The type of video conferencing that operates through a normal computer is referred to as the desktop video conferencing, it is most suited in one-on-one communication and it is commonly used for small group learners in sports and society. Dedicated systems on the other hands are specifically and exclusively dedicated and controlled for specified mission.

Synchronous and Asynchronous

Primarily, the word synchronous connotes "at the same time" while asynchronous implies "not at the same time". Synchronous distance learning contents requires real-time conversation which mostly is usually through online. Example include teleconferencing and live chat where learners get immediate feedback from the teachers, learners can as well ask their teacher or co-learners questions and get instance response. Synchronous learners watch lecture at a particular time. This type of distance eLearning education according to Ahakiri (2022) sometimes blends two or more synchronous technologies to produce series of channels of communications that support interaction and distance learning. The unanimous mid-point of several definition of synchronous eLearning is the inclusion of two components which is interaction and time. It forms the basis of Khan (2006) submission that Synchronous eLearning is "Interact of participants with an instructor via the Web in real time" (Khan, 2006). These components become imperative in providing holistic meaning of synchronous learning in sports and society 5.0.

Asynchronous on the other hand can be seen differently due to some common characteristics. These characteristics may include components, nature and facilities. Mayadas (2007) considering component defined it as a type of learning that does not see time, place or classroom as a problem. In asynchronous learning, learners are free to work at will without time restriction by the teacher, the course materials are pasted online for learners to work with in their own time. It gives the learners the opportunity to get feedback from the lecturer and fellow learners just like the synchronous learning, this can be done through emails, discussion boards and forum.

A good asynchronous class according to Esichaikul and Butcher (2010) must include a variety of media such as audio clips, video clips, etc. This type of education does not require the teacher to stay longer hours in a session as it is done in synchronous learning, rather the teacher only visits shortly to the discussion boards or forums. It is worthy to note that giving deadlines for submission of work for feedback and giving a particular time for learners to follow makes them understand what they should be doing at a particular point in time. This type of learning concentrates more on assignments and projects because it gives learners enough time to concentrate on their work.

Hybrid Learning

This is a type of e-learning where course delivery is through the combination of face-to-face classroom instruction and online activities. Doering (2006) viewed it as a learning model which focused on the merging of both one-on-one interactions of learners in the classroom and with online community. Ibrahim (2011) defining face-to-face learning pointed out that it is the coming together of the lecturer and learners to communicate with one another in a place without the use of the internet, computer or any other online means of communication. Specifically, the hybrid is more of online content delivery where the traditional one-on-one course is reduced. In this type of learning, the learners are not just sent home to read and do assignments online after the class lecture, it enables the learners to relate with the course content and learn before, during and after the one-on-one lesson. the opportunity to know more about the real world happening through genuine educational experiences brought about in an online learning environment (Ellis, 2001). It offers the dual advantages of both face-to-face and distance learning opportunities to the learners. The major role of the lecturer is to facilitate learning by providing the needed assistance when needed,

also provide a complete lecture based on the learners' online programme.

The hybrid distance learning gives the learners the windows to do any given assignment on their own and submit online. It is sometimes referred to as blended learning because of its goal which is to provide the most efficient and effective learning experience by merging delivery modalities (Kumar, 2013). The hybrid learning environment avail learners

CHALLENGES OF DISTANCE EDUCATION AND ELEARNING IN SPORTS AND SOCIETY 5.0

The characteristic of Society 5.0 is such that is built around cyber-physical- social relationship. This implies that human activities are expected to be a blend of physical-human and cyber efforts. This is in a way related to the activities of distance education and e-learning.

Distance Education has recorded history of over a century and half with considerable paradigm shifts and changes that has occurred in the technological world and learning through electronic means. However, records have shown persistency in various challenges faced by distance education and e-learning, particularly in the super smart society owing to various reports, findings and evidences from the transition experience from traditional to online learning during the covid-19 lockdown of the world systems.

The dearth of challenges facing education generally are numerous due to its dynamic nature and ever-increasing complexities, particularly, education in the era of technology and digitalized world. Sudibjo et al., (2019) identified the need for a more careful analysis of educational characteristics by educational institutions in the era of Society 5.0 to be able to present well-targeted educational services that is quality and appropriate for the dynamics of the changing world. The implementation of distance and e-learning education among developing nations such as Nigeria in a smart world is faced with more difficult problems and challenges than the traditional form of education. These challenges ranges from the problem of characteristics of learning, to the perception of teachers and learners about e- learning, the problem of insufficient skills and professionalism, the absence of locally developed content and curriculum, and the use of the internet (Adeyeye, 2019; Aung & Khaing, 2016; Demir & Gologlu-Demir, 2021; Sudibjo et al., 2019). The center of these problems is the issue of online infrastructure, pedagogy and smart learning environment, and the absence of the essential need to modify distance and e-learning education with relevant local content curriculum (Oroma et al., 2012).

THE ROLE OF TEACHERS IN ELEARNING AS AN INSTRUMENT FOR MANAGING BEHAVIOUR AND CHARACTER REFORMATION

The teacher is an integral figure in the overall running and management of the classroom (Vijayan et al., 2016).

The ability of teachers to communicate via the Internet, accessing and publishing information is very diverse. There are some who are preliterate and others who utilize the Internet for regular school and classroom activity.

It is not unusual to find teachers storing information so that it is web-accessible to actually make the move toward e- teaching is the next brave step. Harrison (n.d.) suggested that the e-teacher will not be "the person who knows all the answers and decides what the question will be" but it is the e-teacher who "becomes "an expert learner," who can help students solve problems and find answers to their questions".

The teacher therefore becomes as much a part of the learning process as their students as they learn to work in a facilitative and collaborative e- learning environment. There are three main activities that small group teachers have to manage simultaneously: managing the group, managing activities and managing the learning. In many small group teaching situations, the role of the teacher is that of facilitator of learning: leading discussions, asking open-ended questions, guiding process and task, and enabling active participation of learners and engagement with ideas. However, small group's function and behave in various ways and have different purposes. Teachers therefore need to be able to adopt a range of roles and skills to suit specific situations, often during the same teaching session. Other roles that may be adopted include that of: the instructor, who imparts information to students, the neutral chair, the consultant, from whom learners can ask questions, the devil's advocate, the commentator, the wanderer, such as in a larger workshop, and the absent friend.

Consequently, an e-learning teacher performs the following roles:

Guiding: The online teacher plays the role of guiding students through one or more online learning experiences. These experiences are most often designed and planned long before the course starts so that the teacher can devote more time to guiding the students and less time preparing lessons. Within this role, the teacher directs and redirects the attention of learners toward key concepts and ideas.

Leading: As with all learning environments, learners often need some encouragement. Learning is hard work and studying online can sometimes feel isolating, confusing, or discouraging without this important role. As a result, the effective online teacher makes intentional efforts to communicate specific encouraging messages to individual learners and the group as a whole. Even when providing constructive feedback, the teacher as cheerleader finds a way to promote positive messages alongside the critiques, doing his or her best to maintain an overall positive morale in the class. At times, learners may fall into negative comments about themselves, the class, or their classmates (even the instructor, on occasion). The cheerleader strives to find ways to listen, respect the learner's frustrations, but to also help them reframe the situation in ways that are more positive and productive.

Coaching: Many people focus on the role of teacher as role model and that is valuable. However, the role of coach is just as important, even more important if we want learners to develop high levels of competence and confidence. A role model throws a perfect spiral with a football while the learners watch. A coach gets the learners on the field, puts the ball in their hands, and then coaches them on how to throw a spiral for themselves. This is a powerful and essential role of the online teacher. Such a teacher must move beyond simply modeling a love for the subject and personal skill with the content. Instead, find ways to hand the subject over to the students to do something with it. Applied projects and papers work well for this, and it gives the teacher an opportunity to be a coach and mentor.

CONCLUSION AND RECOMMENDATIONS

Distance and e-learning are now more engaged as better platforms for teaching and learning (especially in this new age) as they are seen as being safer for both the teachers and learners (Cite authors from the reviewed articles). And teachers' roles as a key agent of behaviour management are still very well crucial when engaging distance education and e-learning. Some of the proactive and reactive platforms needed for behaviour management have been discussed; as well as teachers' responsibilities in behaviour management and modification.

- **Training** and retraining of teachers in the efficient use of needed technology for effective distance education and e-learning delivery.
- **Teachers** should be trained and retrained on how to manage their e- classrooms in order to better manage the behaviour of their students.
- **Teachers** should embrace and maximize the opportunities available in distance education and e-learning for better management of their students' behaviour.
- **Adequate** provision of needed (useful) gadgets (both for students and teachers) for effective and efficient distance education and e- learning.

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