

# Implementation Of Teaching Physical Education At Institute Of Sports Teacher Education

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*Abstract - This study is about implementation of teaching physical education at institute of sports teacher education (ISTE). Based on the study, the objectives are looking at the teaching of physical education and its impact on the students learning. This study might also provide policy makers with ideas about relevant competencies to the teaching of physical education. This study adopts a descriptive survey with fifty (50) physical education students, thirty (30) physical education lecturers, fifteen (15) head departments and three (3) campus directors. Next, researchers used frequencies and percentages to analyze data from the respondents. Data collected were grouped according to each response and percentage was used for comparison of responses. Based on the findings, the researchers concluded that there was some needs to improve the teaching of physical education in theory and practical lessons. This research revealed that there was no supervision in the ISTE as far as the teaching of physical education was concerned. It was also noted that those lecturers who taught the subject needed to have some interest in the subject. It was also concluded that physical education students must complete teacher education programs and focused on a health and fitness-related subject.*

**Keywords - physical education; institute of sports teacher education**

## I. Introduction

Physical education is a unique subject and teaching of physical education at institute of sports teacher education (ISTE) is a necessity to develop an individual to become a better physical education teacher at primary school [1]. There had been much research and discussion stressing on teaching of physical education at ISTE. [2] stated that real change could only occur in the lecturers' service with a radical shift towards better leadership and increase physical education teaching in three difference zones of ISTE. This research was a positive transformational physical education teaching adopted by physical education lecturers at ISTE. It was anticipated that the findings will provide

encouragement and inspiration for lecturers to teach students in physical education subject.

## A. Nature of Physical Education in ISTE

ISTEs accountability, a major trend of the 1990s, has driven the need for national assessment (testing) and standards [3]. This trend has become an issue and has created debate throughout education, including physical education. Proponents on both sides have valid points to make. Those who oppose national testing point out the need for people to enjoy physical activity. They believe that testing does not foster the desire for lifelong participation. In contrast, proponents of testing think it would parallel work completed in other disciplines, such as math and science, while helping students gauge their progress towards a national standard for fitness and/or skill competence. The National Association for Sport and Physical Education has provided guidelines in the form of grade-level benchmarks, as well as an operational definition of the physically educated person. Such a person is skillful in a variety of physical activities, physically fit, participates regularly in physical activity, knows the benefits of physical activity, values physical activity and its contributions to a healthy lifestyle, respects diversity, and acts in a socially responsible manner [4].

## B. Characteristics/ Needs in ISTE

In many ISTE programs, the term of wellness has replaced fitness and health. In general, this term refers to optimal health and well-being, but it has

been broadened to include the dimensions of emotional, mental, spiritual, social, and environmental well-being in ISTE's [5]. There are many issues that are of interest to all educators, issues that pose a challenge to all of those who seek to teach students. These include discipline problems, student drug abuse, violence, insufficient resources, lack of parental support for education, large classes, lecturer burnout, and perhaps most importantly, a concern for the health and well-being of all students.

## II. Methodology

### A. Research Design

This study adopts a descriptive survey. [6] explain that descriptive survey as a method of investigation which attempts to describe and interpret what existed at present in the form of teaching, resource materials, support and supervision of the teaching of physical education in ISTE's. Researchers visited three ISTE's in three different zones such as north zone, south zone and Sarawak zone to observe the teaching of physical education in its natural state. This was done without prior information given to the visited ISTE's. It was done to ascertain first-hand information on teaching of the subject.

## III. Analysis Of Data

### A. Nature of Physical Education Program in ISTE's.

The first statement elicits the views as to the teaching of physical education in ISTE's. The responses are represented in Table 2.

**Table 2: Views on whether physical education is taught in ISTE's**

Response	Students		Lecturers		Head Departments		Campus Directors	
	No.	%	No.	%	No.	%	N	%
Yes	17	34	21	70	11	73.3	3	100
No	33	66	9	30	4	26.6	-	-
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The analysis in Table 2 indicates that twenty-one (21) lecturers representing 70%, eleven (11) head departments representing 73.3%, and three (3) campus directors representing 60% respond "yes" meaning that physical education is taught in

ISTE's. So, if lecturers, head departments and campus director say physical education is taught in ISTE's and thirty-three (33) of the students representing 66% said physical education is not taught.

### B. Practical Lessons are taught in Physical Education.

The second statement seeks respondents' views on whether or not practical lessons are taught in ISTE's

**Table 3: Views on whether practical physical education lessons are taught in ISTE's**

Response	Students		Lecturers		Head Departments		Campus Directors	
	No.	%	No.	%	No.	%	N	%
Yes	29	58	26	86.6	12	80	3	100
No	21	42	4	13.3	3	20	-	-
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>5</b>	<b>100</b>

Table 3 shows that twenty-six (26) lecturers representing 86.6%, twelve (12) head departments representing 80%, four (4) campus directors representing 80% and twenty-nine (29) students representing 58% all say "yes" to the teaching of practical physical education lessons in ISTE's. Researchers would recall in Table 2 that sixty-six percent (66%) of the students say "no" to the teaching of physical education in the ISTE's. It is very possible that students are confused about physical education and sports. Therefore, it is very important to let students differentiate between physical education, sports and games.

### C. Theoretical Physical Education lessons are taught in ISTE's.

The third statement intends to find out from respondents whether theoretical physical education lessons were taught in ISTE's.

**Table 4: Views on the teaching of theoretical physical education lessons in ISTE's**

Response	Student	Lecture	Head	Campus
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Response	Students		Lecturers		Head Departments		Campus Directors	
	No.	%	No.	%	No.	%	No.	%
Yes	13	26	17	56.6	9	60	3	100
No	37	74	13	43.3	6	40	-	-
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The analysis on Table 4 shows that seventeen (17) lecturers representing 56.6%, and nine (9) head departments representing 60% say “yes” to the teaching of theoretical physical education lessons while thirty-seven (37) of the students representing 74% and three (3) campus directors representing 100% say “yes” to whether theory lessons were taught in physical education. Is very possible that the lecturers and head departments say “yes” for fear of been vindicated by their campus directors.

#### D. ISTE’s engaged in Sports and Games.

The fourth statement elicits responses as to whether students participated in sports and games in the ISTE’s. The responses are analyzed in Table 5.

**Table 5: Views on whether students engage in sports and games**

Response	Students		Lecturers		Head Departments		Campus Directors	
	No.	%	No.	%	No.	%	No.	%
Yes	39	78	26	86.6	15	100	3	100
No	11	22	4	13.3	-	-	-	-
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The analysis in Table 5 indicates that students engage in sports and games. This is because, 39 (78%) students, 26 (86.6%) lecturers, 15 (100%) head departments, and 3 (100%) campus directors all say “yes” on the students engagement in sports and games.

#### Do lecturers prepare lesson notes to teach physical education?

This first statement elicits responses as to whether lecturers prepare lesson notes on physical education.

**Table 6: Views on whether lecturers prepare lesson notes in physical education**

Response	Students		Lecturers		Head Departments		Campus Directors	
	No.	%	No.	%	No.	%	No.	%
Yes	-	-	17	56.6	11	73.3	-	-
No	-	-	13	43.3	4	26.6	3	100
<b>Total</b>	<b>-</b>	<b>-</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

From the responses in Table 6, students are left out from this statement. This is because it would be difficult for a student to tell whether lecturers prepare lesson notes or not. Based on the analysis on views as to whether lecturers prepare lesson notes, seventeen (17) lecturers representing 56.6% and eleven (11) head departments representing 73.3% say “yes” indicating that they prepared lesson notes on the teaching of physical education. However, four (4) circuit supervisors representing 80% say “no” indicating that lecturers do not prepare physical education lessons notes in ISTE’s.

#### F. Students take examination in physical education.

This statement elicits responses as to whether students write examinations in physical education. The responses are analyzed in Table 7.

**Table 7: Views as to whether students write examinations in physical education**

Response	Students		Lecturers		Head Departments		Campus Directors	
	No.	%	No.	%	No.	%	No.	%
Yes	29	58	17	56.6	9	60	0	0
No	21	42	13	43.3	6	40	3	100
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

From the analysis in Table 7, twenty-nine (29) students representing 58%, seventeen (17) lecturers representing 56.6% and nine (9) head departments representing 60% say “yes” because students take examination in physical education. However, three (3) campus directors representing 100% say “no” to students writing examination in physical education.

### G. Adequate time provided for the teaching of physical education.

The third statement seeks views as to whether adequate time was provided for the teaching of physical education. The responses are analyzed in Table 8.

**Table 8: Views on adequate time provided for the teaching of physical education**

Response	Students		Lecturers		Head Departments		Campus Directors	
	No.	%	No.	%	No.	%	No.	%
Yes	16	32	23	76.6	14	93.3	3	100
No	34	68	7	23.3	1	6.6	-	-
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The analysis of data in Table 8 shows that 23 (76.6%) of lecturers, 14 (93.3%) and 3 (100%) campus director say “yes” on the views on adequate time provided for the teaching of physical education. Besides, 34 (68%) of students say “no” as to the time provided for teaching of the subject. This is due to physical education lectures at the ISTE are not well in teaching.

### H. Do lecturers have resources and material for teaching?

This section seeks information on the impact of resource materials in the teaching of physical education in ISTE. There are four (4) statements provided for the adequate trained physical education lecturers to teach physical education. The first statement under Research Question Two seeks the views of participants on whether trained physical education lecturers teach physical education. The responses are analyzed in Table 9.

**Table 9: Response on whether trained physical education lecturers teach physical education**

Response	Students		Lecturers		Head Departments		Campus Directors	
	No.	%	No.	%	No.	%	No.	%
Yes	18	36	7	23.3	-	-	-	-
No	32	64	23	76.6	15	100	3	100
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The analysis of Table 9 indicates that, 32 (64%) of students, 23 (76.6%) of lecturers, 15 (100%) of head departments and 3 (100%) of campus directors said “no” to trained physical education lecturers teaching physical education at the ISTE. The percentages of both the head departments and campus directors are 100% because they play a supervisory role in the teaching in the ISTE and they know the facts of the matter. There are simply no trained physical education lecturers to teach the subject.

## IV. Discussion and Conclusion

### A. Discussion

Data collected were grouped according to each response and percentage was used for comparison of responses in the analysis [7]. Based on the findings, the researchers concluded that there was

some needs to improve the teaching of physical education in theory and practical lessons [8]. The research revealed that there is no supervision in the ISTE as far as the teaching of physical education was concerned. It was also noted that those lecturers who taught the subject needed to have some interest in the subject. Besides, it was also stated that the sports males and females were adequately rewarded when they excelled in sporting activities, it would go a long way to motivate them to do better.

It was also concluded that physical education students must complete teacher education programs and focused on a health and fitness-related subject [9]. The physical educator need to provide maximum physical activity time within the class period, teaching skills and activities that transfer into physical activity outside of physical education class [10]. If students are to receive the amount of physical activity they need each day, other opportunities to be physically active within the school day must be provided. Physical education lecturer has unique responsibilities in the school physical activity program to ensure that students are physically active within the physical education class. Next, physical education lecturer also needs to have the responsibility to help direct and guide opportunities for physical activity within the ISTE outside the physical education class [11]. Physical education programs have the responsibility to teach skills that students will need to participate in physical activity outside of the physical education class and skills they will need for a lifetime of physical activity.

## B. Conclusion

In conclusion, it was found out that most of the lecturers did not concentrate on their teaching in ISTE. Most of the lecturers concentrate on the practical lessons since there was no module and other reference books to ascertain facts for teaching the subject. In a nutshell, there was the need to look seriously for of the subject in ISTE. Physical education was an integral part of the total education of every student in ISTE. Quality physical education programs were needed to increase the physical competence, health-related fitness, self-responsibility and enjoyment of physical activity for all students so that they could be physically active for a lifetime. In a nutshell, physical education programs could only provide these benefits if they were well-planned and well-implemented.

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