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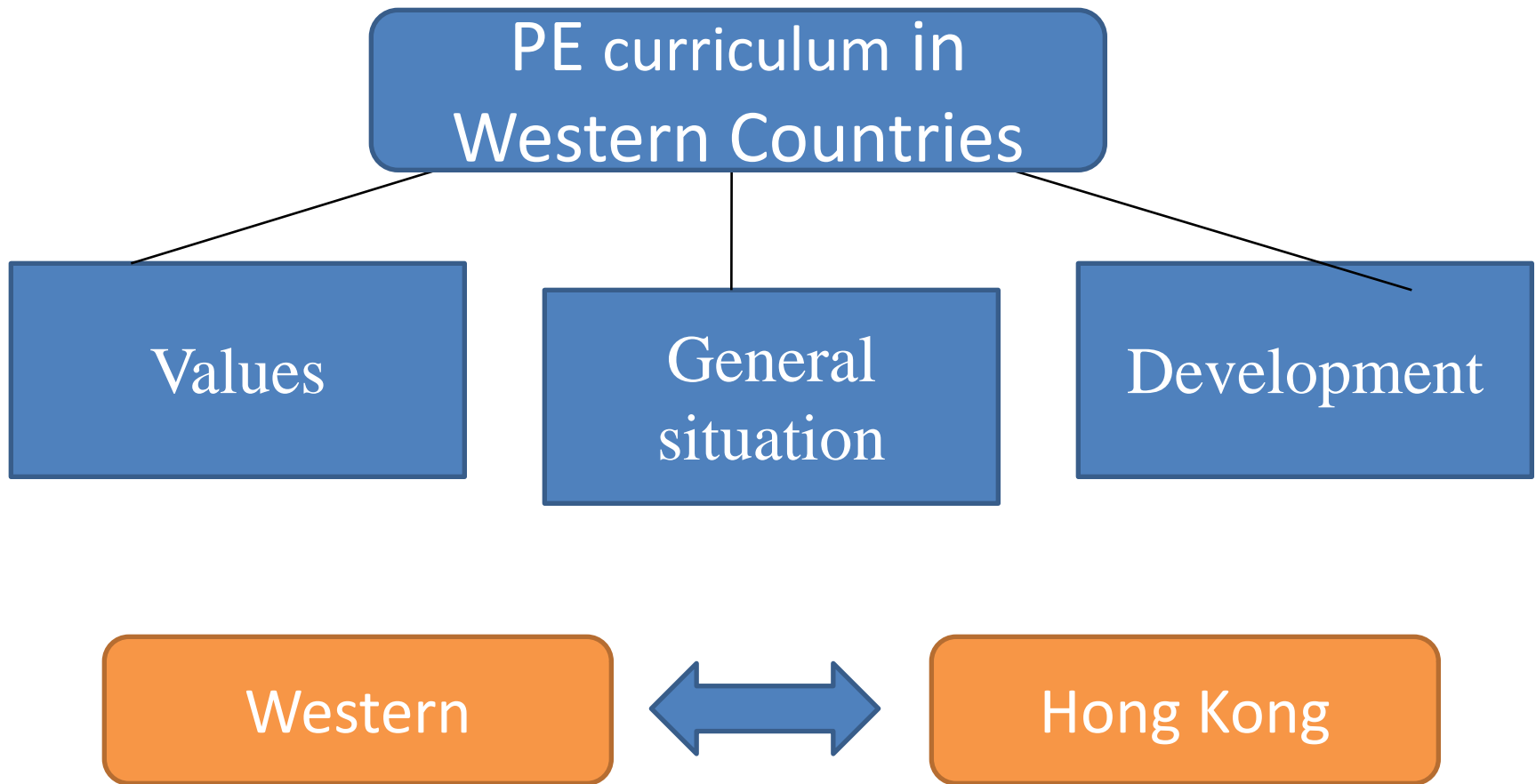
Poster presentation

School Physical Education: From the eyes of students

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Introduction



Introduction

Values of PE - Psychological benefits: self-efficacy, self-esteem and perceived physical competence; Depression and stress

- **Physical benefits:** Health and fitness, sport skills

- **Cognitive benefits:** Sport, safety and wellness knowledge

Weaknesses- Evidence of

- Students engaging in insufficient level of physical activity
- Students' motivation in PE declines over years especially the girls
- PE lesson emphasizing too much on developing sport skill and basic theories
- PE programmes were found lacking of interface of junior and senior Forms
- PE assessment focuses on the result rather than the process

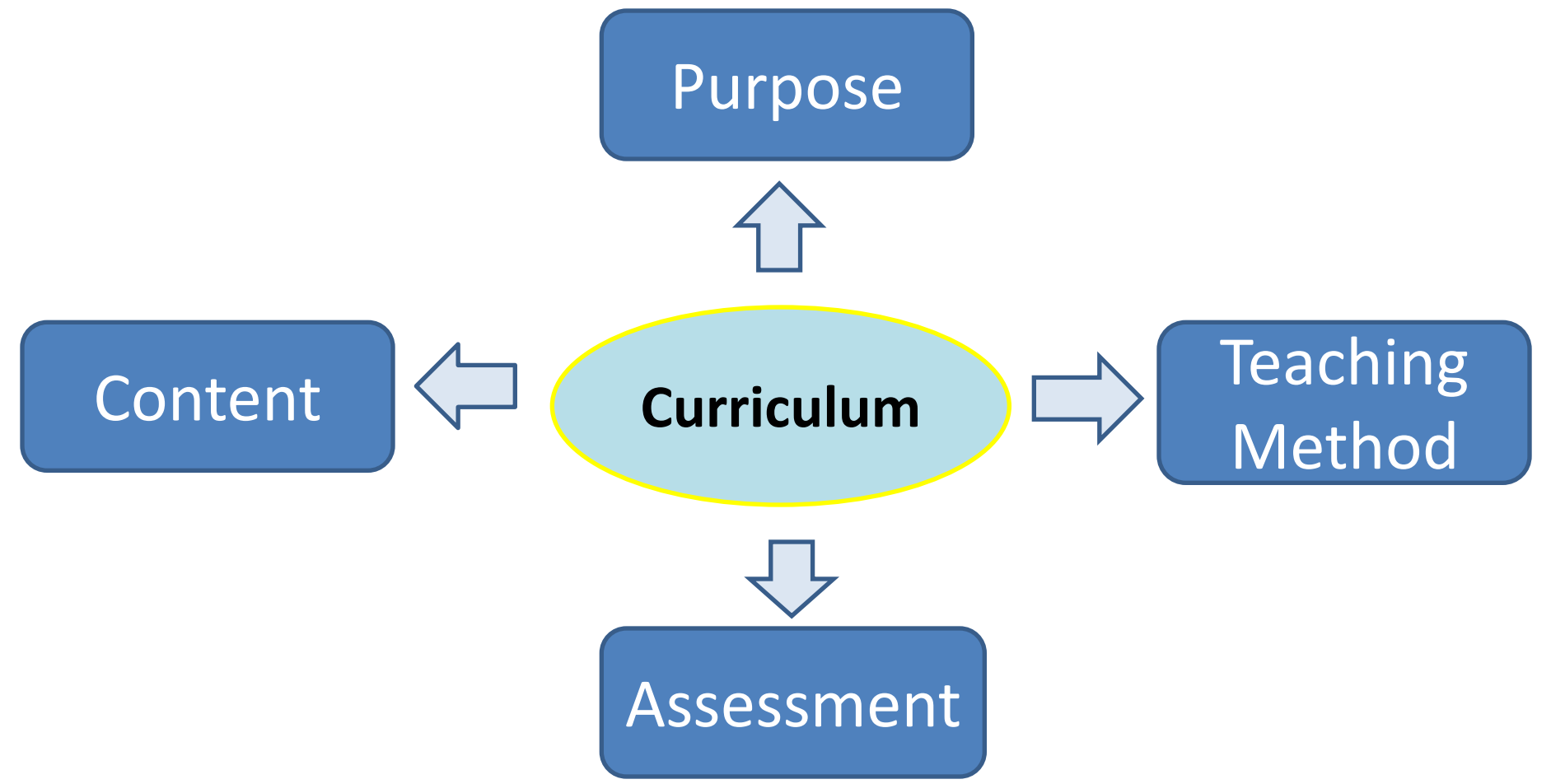
A timely initiative to inquire the attitude of students on PE concerning above-mentioned weaknesses.

Purpose of the study:

- To inquire developmental and gender differences in students' views towards PE
- To compare the findings with that of the Western countries
- To suggest means to improve students' engagement in PE programs.

Literature Review

Students’ beliefs and perspectives impact on their behaviors. Insights into these perspectives have implications on curriculum and instructional improvement. As the **purpose, content, teaching method and assessment** are the main components of constructing curricula, they were adopted as key areas in this study:



Literature search on the purpose of PE

Some of the purposes of PE identified by PE scholars are as follows: Siedentop (1987) explains that PE aims to cultivate students to be physically educated persons with cognitive thinking skills; able to apply decisions and promote healthy and active lifestyles.

- Greenockle, Lee and Lomax (1990) expects that PE should help students to lose weight and keep fit; improve their sense of membership and enrich in social benefit.
- PE teachers may need to know their students' expectation on the purposes of PE. Students' understanding of the benefits and positive values of PE should be promoted. Through PE experiences, students may need to be educated for trusting how meaningful PE is. However, without the knowledge of how local students think about the values of PE, it may be hard to initiate measures for improving their positive perception.

PE Content

- Colorado State Department of Education (1997) identified that PE should enable students to demonstrate competent skills in a variety of physical activities.
- Greenwood, Stillwell and Allyn (2001) conducted a study and found that there are different preferences between male and female students.
- From observation, negative memories toward PE might base upon boredom, lack of choice, feelings of incompetence and humiliation. (Fletcher, Haynes, & Miller, 2005)
- Stucky-Ropp and DiLorenzo (1993) reported that enjoyment was significant correlate to girls' and boys' involvement in PE.
- Mowatt, DePauw and Hulac (1988) reported that students significantly increased their belief in the importance of physical activity following a lecture intervention.
- PE teachers may need to arrange the content with reference to students' preference. It is important to inquire students' perspectives on their preferred content of PE.

Teaching methods

- Mawer (1995) carried out an experiment to determine the effectiveness of the teacher development program intervention strategy. Results indicated that the teacher development program changed teaching behaviors.
- It may be worth to inquire how students perceive the effectiveness of their PE teachers and the impact on their like and dislike of PE.

Assessment

- Jefferies and Mustain (1998) stated that a good assessment should be able to enquire students to create a demonstration of their knowledge, rather than respond to, or recognize, information provided by the teacher as in traditional testing formats.
- They also reported that assessments have the potential to interpret the progress of student, how they could help to learn better as well as the effectiveness of instruction and programs.
- The effectiveness of the measurement and assessment is important issue to be inquired as it can motivate students' learning in PE lesson.

Method

The study aimed to inquire students' views on school PE.

- F2 and F5 students from 3 secondary schools in Tai Po, Tsuen Wan and Yuen Long District were randomly selected and for the study.
- Questionnaire-A self-administered questionnaire to obtain quantitative data regarding students' perspectives toward PE was structured.
- 16 open-end questions were included in the questionnaire.
- *The pilot study of the questionnaire was conducted before the study.*
- Interview- the interview was adopted as another mean for data collection. It aimed at obtaining students' views on their experience of questionnaires and they would elaborate more about their comment, reflection and learning.
- 6 students including 3 junior and senior students respectively were invited for the interviews.
- They were classified as high, moderate and low skills level in accordance to their participation in school sport-related ECA.

Discussion of the results

The sample: Gender and Age of participants

Gender		Frequency	Percent In Group	Percent In All
Boys	Junior	110	51.6	26.4
	Senior	103	48.4	24.8
	Total	213	100.0	51.2
Girls	Junior	112	55.2	26.9
	Senior	91	44.8	21.9
	Total	203	100.0	48.8
Total In All		416	-	100

Major findings:

- Most respondents spent little time on participating sport related extra-curricular activities.
- Male respondents showed more interest in PE lesson than the female respondents.
- Most respondents enjoyed their PE lessons.
- **Senior** students liked having PE lesson with the emphases of **psychological and social benefits**, while the **junior** students preferred having PE lessons with and **improving fitness**.
- **Male** students **disliked** their PE lessons as they could **learn nothing** while **female** students related their **dislike of** their PE lessons with having **no sense of success**.
- Most students' perspectives toward the **purpose of PE concerned** learning **sport skills, gaining knowledge and enhancing health benefits**.
- They expected PE could promote their physical abilities and they could possess sport skills for participating in different physical activities for long term benefit.
- Most male students have more positive attitudes than girls toward physical activities bringing them risk-taking experiences, compete with each other and reducing stress, whereas female students were more positive than boys in physical activities with enjoyment beautiful and graceful movements.
- Most students' preferred their PE teachers with **responsible, humor and patient characters**.
- Most students showed more interest in **“play”** than **“practice”** in PE lesson.
- If **students liked their PE teachers**, they would **eager to complete the tasks** in PE lesson even the themes were not popular for them.
- Most students agreed with those PE assessments with criteria of **safe, interesting and fair**.

- Most students suggested that the assessment should be more **useful and meaningful such as assessing how they applied the sport skills in the games or competition especially for those** senior male students.
- Students preferred having opportunities to **select the level of learning task in accordance with their abilities**(junior male and female)
- Male respondents suggested that the **lack of facilities** in their schools hindered **the effectiveness of their PE learning.**
- Female respondents preferred having the opportunity to choose physical activities in accordance with their interest in PE lesson.

Conclusion and Recommendations

- PE teachers should arrange the content and level of the curricula in the light of students' preference especially with regard to differences in gender and grade.
- Teacher should create activities to benefit the student's fitness levels.
- Attempts should be made to in cooperating fitness activities within the sport activities.
- Teacher should find ways to design sport activities to in include fitness component .
- Games and competitions might be used to help motivating students to stay active and keep them focused on class activities.
- Students' preferred PE teacher should not only have good personalities, but also were effective of teaching different kind of activities...
- Equipment and facilities should be made available to PE teachers to enhance their teaching in PE.
- Professional development programmes should be initiated for the benefit of PE teachers so that their knowledge could be improved.
- PE should be taught by professional PE teacher as this would ensure students' learning maximally.
- Study should be initiated for investigating the perspectives of local PE teacher towards PE.

Limitations of the study

- The sample might be sex-biased with fewer female participants.
- Some of the respondents may not complete the questionnaires seriously and attentively.
- It is suggested to include **larger sample with balanced gender distribution in the future.**

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