

## Perceptual Study of Instructor Physical Education and Students regarding the Use and Adaptation of Innovative Teaching Strategies in Physical Education at Higher Secondary School Level

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### Abstract

*The modern concept of physical education is of a very vast discipline and is no more confined to games and sports only. This wide scope of physical education demands very specific concentration and effective teaching planning, in order to take full advantage of the discipline, which can be passed on to students. The particular study is also a try through which researcher wants to develop the field of sports sciences and physical education. In order the researcher conduct the study under the topic “Perception of instructor physical education and students regarding the use and adaptation of innovative teaching strategies in physical education at higher secondary school level and students about the use and adaptation of innovative teaching strategies in physical education at degree college level of KP Pakistan” quantitative method as well as cross-sectional approach design was adopted for the complication and investigating the existing phenomena. All the IPEs and students at higher secondary school of KP was the population of the study. A 969 respondent was taken as sample using LR Gay method for the current study. Self-administered questionnaire was use for the data collection. Inferential statistic (t-test ) adopted to test the set hypotheses. It was concluded that IPEs and students agreed upon the use and adaptation of innovative teaching strategies with reference to health and physical education at higher secondary school level.*

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**Key Words:** Use, Adaptation of Innovative Teaching Strategies, Physical Education

### Introduction

According to Mol (2009) theoretical and practice have an equilibrium which is dependent on higher education in specialized fields. It works as a power source to energize and explore the socio-economic and cultural developmental of a country. In today's world we have been transforming quickly and learning and skills developments have been shifted greatly. As students are the primary beneficiaries of education systems so they are the main source that are affected by the modern ways of teaching and research. Therefore, they should be provided with quality education, plus the innovative ways of learning which can help them gain better knowledge needed for their grooming. Ultimately it enables learners to apply their knowledge in their professional lives. Educational trips, seminars, workshops, group discussions are becoming essential part of regular learning. Specifically field trips are highly specialized for a particular educational purpose and students learn more practically as compared to routine class work formalities (Putnam & Borko 2000). In the context of pre-technological education, the teacher was the sender student was the receiver and the educational material was information. The teacher were used the “chalk-and- talk” method for the delivering message. This gave an impression that teaching is basically surrounded by personal behaviors and the same ideas kept implemented for decades (Jacobsen Clifford & Friesen 2002).). In the current times multimedia usage has improved the style of presentation in professional fields including colleges of physical education. It has revived the classical methods of teaching making it lively and more informative (Barefoot, 1992). Innovative ideas are more appreciated as compared to formal education; the great scientist Einstein stated “Imagination is more important than knowledge, as it is a source of innovation”. Excellent teachers have the ability to capture the innovative ideas of the students, polish it and bring into practical form. Through use of multimedia in teaching we can achieve the desired results and can find limitless resources as compared to textbooks (Dede, 2014).

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## Statement of the Problem

The modern concept of physical education is of a very vast discipline and is no more confined to games and sports only. This wide scope of physical education demands very specific concentration and effective teaching planning, in order to take full advantage of the discipline, which can be passed on to students. IPEs have their artistic quality involving their students. Hence it is very important to have brief information of the trainers “teachers” and trainees “students” role in the physical education. This is an innovative field of designing teaching strategies in physical education at degree higher secondary in our province.

## Objectives of the Study

- To assess the views of teachers and students about the use of innovative teaching strategies at college level in Khyber Pakhtunkhwa.
- To judge the opinion of students’ and teachers’ adaptation of innovative teaching strategies at college level in Khyber Pakhtunkhwa.

## Literature Review

In many countries the work has been done about the innovative teaching strategies and being implemented; we in Pakistan are also progressing and most of the subject the idea has been taken seriously (Benson, 2005). However, lack of resources and skilled professionals we do lag behind especially in health and physical education. This study may be helpful for higher authorities in selection of teachers to select teachers who have acquired knowledge and implement innovative ideas in teaching physical education (Morgan & Hansen, 2007). Traditional methods of teaching are being used all over the country at college level, which consume more time, energy and efforts of teacher in teaching and to clarifying the concept of students. In that method the interest of students is totally neglected (Richards, Templin & Graber, 2014).. This study may bring the positive change in teaching process by clarifying the value of innovative teaching strategies. In the present era every country struggles to improve the quality of education, which can be only possible through introducing innovative teaching strategies in field of education (Postholm, 2012). The most dominant benefit of this study will be that the teachers will get prepared for teaching and will use all available sources like such as internet etc, which will be helpful to provide the accurate knowledge to the students. This study will also help the teachers in motivating and clarifying the concept of students which will result in producing knowledgeable students. The dictionary meaning of “competition” has been written as “the test of skills and ability” (Morley, Bailey, Tan & Cooke, 2005). Competitions could be of various types for example one-on-competition of reading, writing, and presentation, group assignments’ competition, or intra-/inter-departmental projects’ presentation. Quizzes are mostly based on writing problems solutions in either multiple choice questions answers format or writing short answers. Quizzes are mainly composed of assessing daily achievements related to subject and lectures; for this reason they should be prepared with caution (Brooker, Kirk, Braiuka, & Bransgrove, 2000). There are several benefits assigned to the daily quizzes and can be used as successful tool. Earlier Tam (2015) found that spelling skills if broken into pieces that greater effect on memory as compared to learn words in full. Daily quiz were found more useful in these practices. According to Mulder, Weigel and Collins (2007) daily quizzes were thought helpful in memorizing daily concepts. Benson (2005) tested the effect of quizzes in an introductory course of astronomy subject. They found that quizzes had more effectively increased their students understanding as compared to routine course. In this strategy students are motivated for a desired methodology to engage them for a three-hour class and then solve the prescribed problem to know the learning their learning level. Hess (2002) found quizzes useful and Wilson and colleagues in 2011, noticed that those students who appeared in daily quizzed were getting 10% higher grades as compared to others without it. Morgan and Hansen (2007) are of the opinion that lecturing can transfer knowledge in the most economical way and can cover more material; however, students attention cannot made perfect. Still lectures could be effective if delivered with day to day examples and latest references in the subject areas, but these are usually not covered in all lectures and students are bound to a limited source provided by the Postholm, (2012). has also emphasized on group discussion that makes students more comfortable with active learning. Computers and internet are not considered as independent sources of information rather they are used in combination with others for example multimedia, slide shows. Most of old library books have been scanned and made in soft copies which are portable to be carried out in

small data memory cards and referred in every walk of life. Encyclopedias, dictionaries, medical and health databases are all in one pocket cells phones. Learning through electronic sources or “e-learning” has become major contributor in the present time. Even lay man persons have access to the most advanced and specialized world. According to Brooker, Kirk, Braiuka, and Bransgrove (2000). the definition of e-learning, “the use of internet technologies to deliver solutions to a broad range of problems which enhance knowledge and performance”. Similarly another educationist defined e-learning as “to select, design, deliver and administer learning through internet and computer technologies” (Hess (2002)). Internationally libraries have provided a pivotal role in research and innovative sciences on of such examples is national institute of health (NIH) United State libraries. It carries thousands of books and millions of research references and most of its contents are freely available to readers and members. However most of the developing countries including Pakistan are still lacking public libraries. In our country though colleges and universities have libraries and provide opportunity to most of the students to get benefit. However, there is large gap to fill. UNESCO states that *“the goal of Education for All also involves the development of literate societies in the developing world, and cannot be attained solely by providing quality learning materials to schools. If people are to stay literate, they must have access to a wide variety of written materials and continue the habit of reading in their adult lives”*.

### Hypotheses

- The teachers and students are significantly involved in adaption of the innovative teaching strategies at higher secondary schools level in Khyber Pakhtunkhwa.
- The innovative teaching strategies are significantly used at higher secondary schools level in Khyber Pakhtunkhwa as perceived by the teachers and students.

### Method and Material

The particular study tries to develop and enhance the learning process in the field of sports sciences and physical education. The study wants to work under the topic “Perception of instructor physical education and students regarding the use and adaptation of innovative teaching strategies in physical education at higher secondary school level and students about the use and adaptation of innovative teaching strategies in physical education at degree college level of KP Pakistan” quantitative method as well as cross-sectional approach design was adopted for the complication and investigating the existing phenomena. All the IPEs and students at higher secondary school of KP was the population of the study. A 969 respondent was taken as sample using LR Gay method for the current study. Self-administered questionnaire was used for the data collection. Inferential statistic (t-test) adopted to test the set hypotheses. It was concluded that IPEs and students agreed upon the use and adaptation of innovative teaching strategies with reference to health and physical education at higher secondary school level.

### Data Analyses

The teachers and students are significantly involved in adaption of the innovative teaching strategies at higher secondary schools level in Khyber Pakhtunkhwa.

**Table 1.** One tailed test showing the adaptation of innovative teaching strategies at college level KPK.

One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
Adaptation of innovative teaching strategies (ITS)	969	3.9724	.85426	.02733		
One-Sample Test						
Test Value = 3						
	T	Df	P-value	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Adaptation of innovative teaching strategies	35.578	969	.000	.97236	.9187	1.0260

The above table 1 shows that the teachers and students at higher secondary schools level in KPK significantly want to adopt innovative teaching strategies in teaching learning process. The mean value of response is 3.97 which is greater than the testing value 3.00 ( $3.97 > 3.00$ ),  $t(969)=35.578$ ,  $p < 0.05$ , so it is concluded that the teachers and students of KPK at higher secondary schools level want to adopt innovative teaching strategies in teaching learning process.

The innovative teaching strategies are significantly used at college level in Khyber Pakhtunkhwa as perceived by the teachers and students.

Table No 2 one tailed test showing the use of innovative teaching strategies at college level in KP.

One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
Use of innovative teaching strategies(ITS)	969	2.0962	.81417	.02605		
One-Sample Test						
Test Value = 3						
	T	Df	P-Value	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Use of ITS	-34.698	969	.000	-.90379	-.9549	-.8527

The above table 2 showing the result of use of innovative teaching strategies at higher secondary schools level in KP province. The mean value of response is 2.09 which is less than the testing value 3.00 ( $2.09 < 3.00$ ),  $t(969)=-34.698$ ,  $p < 0.05$ , so it is concluded that there is no significant use of innovative teaching strategies at higher secondary schools level in KPK.

## Discussion

The present study aimed to highlight the perception of instructor physical education and students regarding the use and adaptation of innovative teaching strategies in physical education at higher secondary schools level. It concluded that the teachers and students of KPK at higher secondary schools level want to adopt innovative teaching strategies in teaching learning process. The same study also concluded that there is no significant use of innovative teaching strategies at college level in KPK. Near to same study was conducted by Earlier Benson (2005) the libraries should be equipped and specialized enough to fulfill the requirement of each learner according to their age. According to Hess (2002) identified positive association in between the use of innovating teaching strategies and students learning process average grade points students. Tam (2015) explained that students gain more in field trips based the fact that they get real experience to handle problems as compared to class room lectures.

## Conclusion

The existing problem of the study evaluated the perception of instructor physical education and students regarding the use and adaptation of innovative teaching strategies in physical education at higher secondary schools level. The same study also found that the teachers and students of KPK at higher secondary schools level want to adopt innovative teaching strategies in teaching learning process. The same study also concluded that there is no significant use of innovative teaching strategies at higher secondary schools level in KPK. The study was delimited to the school only. The limitation college level lecturer and students. Qualitative study was the limitation of the study. It was recommended by the researcher that the concept of innovative teaching strategies is very much vague. Therefore, it is very much needed that proper measure may be taken to ensure the availability of innovative teaching strategies as a whole particularly in the discipline of health and physical education.

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