



Evaluation of M.Sc Physical Education Program in Public Sector Institutions; Students' Perspective

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Abstract

The present study aimed at evaluation of M.Sc physical education program in public sector institutions in the context of teacher educators. The objectives of the study were (a) to evaluate the M.Sc Physical Education Program in public sector universities and colleges on the basis of CIPP, (b) to explore the strengths and weaknesses of M.Sc Physical Education Program in Pakistan and (c) to suggest measures for further improvement of the M.Sc Program in Pakistan. It was a survey type of descriptive research. A questionnaire for students included 43 items were used for the collection of data. Questionnaire After validating these research instruments, the reliability was ensured on the basis of data obtained from a pilot study. The quantitative data thus collected through questionnaire were tabulated, and Chi-square test was applied. The analyzed data revealed that the curriculum of health and physical education was related to previous knowledge and experiences. It was recommended that regular seminars and sports workshops might be organized to improve the research and report writing skills.

Key Words: Evaluation, Physical Education Program, Public Sector Institutions, Students, Teachers

Introduction

Health and Physical Education recognizes the physical, emotional, psychological, spiritual and social dimensions of the health of the individual. The Health and Physical Education learning area focuses on the overall concept of health. It observes the impact of communications among the individual, the family, the society and the ecological on the health of populations, students plan. It also emphasizes on promoting the vital knowledge and understandings, behaviors, norms and skills which develop health practices, encourage participation in regular physical activities and assist in the maintenance of a healthy lifestyle. According to Naismith (2013), physical education is recognized as an essential part of general education.

Physical Education enables the individuals to enhance their physical fitness and physical skills necessary for the healthy lifestyle and proper adjustment in the social environment and to achieve their goals in the sports arena. Physical education must be identified as an important part of the education of the public because, in the present-day life, Physical Education plays a vital role to educate youths of the nation. It aims to promote individual health through physical work, exercise and recreational activities. Physical deformities adversely affect personality. There is no medical or surgical treatment for physical deformities. Only physical activities are the main remedy. A person can remain fit by proper participating in physical activities and training Programs (Moore, 2015). The march of civilization, characterized by fast industrialization and urbanization, has brought human beings to the verge of calamity. His mechanism like routines resulting in psychoneurotic disorders is predictable consequences of scientific and Cultural Revolution. In "in the ancient era of degraded life" the sole silver lining is a vigorous physical activity that sure enough will bring back "the joy of living" (Mughal, 2003, P.40).

Physical education has classified the goals and objectives of physical education in several different ways. A brief description of the aims and objectives of physical education are:

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- i. To help in physical growth.
- ii. To contribute to the constructive use of leisure time.
- iii. To provide an opportunity for self-expression.
- iv. To exercise control over emotions.
- v. To include the quality of leadership
- vi. To promote international good and cooperation.
- vii. To inculcate the qualities of sportsmanship.
- viii. To develop tolerance.
- ix. To inculcate discipline
- x. And to develop the spirit of fair play.

According to Cooper (2005, p.29), "The basic goal of the Health and Physical Education program is to train the students for the challenges of the twenty-first century by giving opportunities to achieve the talents and information to be physically active as a part of a healthy lifestyle". Students have to become competent in movement forms, motor and social skills, and learn to relish physical activity whereas not compromising safety. Students ought to derive developmental and individual meaning from movement and pleasure as they get skills in movement ability.

At the middle school level, participation in physical activity provides vital opportunities for challenge, social interaction, and cluster membership; and play a key role in physical maturation processes. Secondary level Health and Physical Education provides pleasure, challenge, social opportunities and a larger chance for self-exposure and individual meaning (Bok, 2009).

Physical education instructors, usually called P.E.Ts, are responsible for physical and sports activities of the elementary and secondary schools' students. They promote the students' health through physical activities and psychomotor learning. The Health and Physical Education class was once very little more than an organized recreation, but Physical Education teachers make the students involved in-game and sports. Recent developments have steered the Health and Physical Education course towards the goal of overall well-being, and instructors currently incorporate health and nutrition topics into their classes. Usually, Health and Physical Education teachers instruct students in different styles of physical activities relevant to course requirements. Whereas teachers of health and physical generally permitted to form their own course syllabi, those outlines should adhere to institutions guidelines further, because the course standards took off by governing bodies within the state, region or country (Asif, 2007).

Teacher as a guide in facilitator can play a pivotal role in maintaining quality standards in the field of health and physical education. In order to compete in the global market, it is the need of the hour to equip the physical education teacher with such training and skills that he can achieve the desired objectives and ensure productivity and creativity. When developing a syllabus, physical education, teachers must include games and sports, physical fitness techniques and practicals. An increasing number of institutions need teachers to include their lectures on general physical health and fitness as well as proper nourishment practices. Course contents differ by age group and sex. (Bok, 2009).

Statement of the Problem

Physical education is a vast field of knowledge, and some institutions offer this program at the master level. This program is run under the umbrella of the Higher Education Commission in Pakistan. There has been very little research in the field of Health and Physical Education, especially regarding the evaluation of the program. Evaluation is very important for the improvement of any educational program. It is an evaluation which guides us towards the improvement. It was important to look into the quality and practices of the programs of Physical Education offered at master level in Pakistan to determine whether or not the process and product are meeting the quality standard. Keeping in view the importance of Health and Physical and evaluation, the researcher conducted the research titled "Evaluation of MSc Physical Education program in public sector institutions in the context of students".

Objectives of the Study

Following objectives are set up for this research study.

1. To analyze the perspective of M.Sc Physical Education Program in Public sector universities and colleges in the views of students.
2. To analyze in the context of students the facilities and infrastructure for M.Sc Physical Education Program in Public sector universities and colleges
3. To find out the views of the students about the process of implementation of curriculum and instruction in M.Sc Physical Education Program in Public sector universities and colleges
4. To examine the output of M.Sc Physical Education Program in Public sector universities and colleges in the context of students

Research Questions

- 1 a. To what extent the objectives of the M.Sc Health and Physical Education Program are balanced?
- 1 b. To what extent the objectives of the M.Sc Health and Physical Education Program are aligned with international standards?
- 2 a. Whether or not sufficient human resources have been provided for the implementation of M.Sc Health and Physical Education Program?
- 2 b. Whether or not the ICTs facilities and gymnasium is available for students?
- 3 a. Whether or not the teachers and students utilize ICTs for making teaching and learning process more effective?
- 3 b. To what extent the reliability of current evaluation system is satisfied?
- 4 a. To know whether or not the M.Sc (HPE) program is according to the needs and demands of society?
- 4 b. Whether or not the M.Sc (HPE) program is job oriented?
5. To find out whether or not the M.Sc (HPE) program is promoting the quality and standards of sports?

Significance of the Study

This study may help in highlighting the importance of Health and Physical Education Program. This study may help to cite standards for the teaching in Health and Physical Education Program. This study may help to make clear what is the existing quality of the teachers and what efforts are required to achieve the outcomes of Health and Physical Education Program at post-graduate level in Pakistan as it will analyze the perceptions and views of the HoD's. This study may help the policymakers in the execution of educational policies concerning future job satisfaction and ensuring the quality and standard in physical education at the post-graduate level in Pakistan. The finding of the study may be beneficial for educators in the field of Physical Education and planners in the field of education offering M.Sc (HPE) as it will identify the problems faced by the students and faculty members. This study will be also beneficial for the researchers in the field of Physical Education as it will evaluate the existing curriculum of M.Sc Health and Physical Education program and would serve as a base for further researches in this field. This study is beneficial for the institutional heads, policymakers and the stakeholders to bring the necessary changes for further improvement and development of the physical education program at post-graduate level.

Delimitation of the Study

The study was delimited to:

- Public sector Universities and Colleges of Khyber Pakhtunkhwa
- Curriculum and instruction of the Program.

Limitation of the Study

In the present study, only perceptions of teachers and sport managers have been used (with an assumption that respondents are unbiased) to evaluate the M.Sc program of health and physical education due to limited time and

resources. Therefore, all data in this study was self-reported. As self-administered questionnaires have a drawback to pose difficulty in validating the respondents' answers, therefore there is a chance that respondents may have over-reported socially desirable indicators and underreported undesirable indicators of the program under evaluation. This may have led to a one-sided finding that the M.Sc program of health and physical education is running with most strength and least weaknesses. Thus, in further studies regarding this program, direct observations and document analysis may be used to avoid the mono-method bias, and not to rely solely on subjects' reports.

Review of Literature

Physical education became a new leaf with the upturn of the Olympic Games in 1986. However, the general objectives of physical education are health, fitness, recreation, well-being etc., while the specific focus shifted to highly competitive thrilled packed sports. The unseen thirst for Olympia gold amongst nations has given a new turn to physical education. In the Bioscience laboratories, different aspects of human performance have begun to be studied. The physical educationist has also crowned himself as a sport scientist. Sport and exercise physiology, sports sociology, sports medicine, sport psychology etc. has begun to play a leading role in the training of athletes for high performance (Houry, 2011). Thus, PE has gained a vital role in educational institutions at different levels.

Many sociologists agree that physical education and sport is key to socialize children and provides the significance of human good. Sport is a popular culture and democratic activity. Simon (1985) suggests that, through sports and PE, we can face and overcome challenges and develop a concern for excellence. We can engage in activities that we value for themselves, apart from the rewards that accrue to the most successful. Through sports, we can develop and express moral virtues and vices, and demonstrate the importance of such values as loyalty, dedication, integrity, and courage. Sport serves the social-psychological function of providing a sense of excitement, joy, and diversion for many people. Additionally, the centrality of sport is evident in the play of children, in our schools, and in institutions of higher education (Snyder & Spreitzer, 1978). Thus, Physical Education and Sports play a vital role in the social development of individual and preserving the social norms of a society.

The history of PE and training is as old as human history. In educational set up of Athens, Sparta, and Corinth, the educational institutions of Greek had introduced PE and Sports as an integral part of their education system. In the educational system of Islamic civilization, there was given a great priority to physical training and sports activities. A brief history of PE in the United States would kick off in the nineteenth century. There were institutions all over the Islamic world where the youth were trained and educated in religious affairs, but also they were given physical training, and sports activities were also organized to develop good citizens. Formal physical education programs all across Europe were growing popularity where callisthenics and gymnastics were all the rage. American schools also follow the European model by including physical education into the curriculum for primary and secondary schools. And a brief history of physical education would not be complete without a consideration of institutes of higher education that gradually built up extremely successful sports programs (Keys, 2013).

The teachers of physical education serve as the facilitators of a school's physical education program and often play a role in the design and implementation of these programs. These professional educators have the aim of providing students with a quality physical education that promotes physical fitness not only in the school setting but also in students' daily lives. To successfully accomplish this mission, physical education teachers must meet a specific set of requirements in order to be licensed or certified to teach ([Metzler, 2017](#)).

Although requirements to become a physical education teacher will differentiate from nation to nation, as it is up to the state's board of education to set all requirements for the certification of teachers, those interested in becoming PE teachers can expect requirements to have a general level of similarity (Graham, 2008). A bachelor's degree may be obtained as an element of a standard teacher preparation program, a state-approved program that prepares individuals for licensure/certification. An accepted preparation program comprises all of the important components of a bachelor's degree program, as well as a student teaching experience, which usually takes place in the program's final semester. Upon successful completion of a standard teacher preparation

program, individuals are prepared to take state certification examinations to become certified/ licensed to teach (Goldhaber, Liddle & Theobald, 2013).

Methodology

The present study was about to evaluate the perceptions of the students of Health and Physical Education at post-graduate level in Khyber Pakhtunkhwa; therefore, the survey research design was applied for the study.

The Population of the Study

1250 students of 05 public sector universities and 19 government colleges of Physical Education constituted the population of the study.

Sample

A sample of 426 students (245 from the universities and 181 from the colleges) which constitutes 34% of the population enrolled in public sector universities, and government colleges where the master degree of Physical education program (M.Sc / M.P.Ed) was offered in Khyber Pakhtunkhwa were selected.

Instrumentation

For the purpose of data collection, a questionnaire consisted of 43 items was designed for the students under the supervision of experts. These questionnaires were designed to probe curriculum design, teaching methods, sports infrastructure, students' evaluation, provision & Use of ICT, students' guidance & Counseling, development of skills, the strength of the faculty, students and teachers' interaction, research & project management. The research instrument was prepared in light of a review of the literature and tools used in the previous studies.

Pilot Testing

For pilot testing, the validated research tools were administered to a part of the population that was not included in the sample. The questionnaire for teacher educators was administered to five teacher educators. This tool was further improved in the light of feedback from the respondents under the guidance of experts. The reliability of the research questionnaire was determined by calculating the Chronbach alpha. The reliability coefficient for teacher educators was found to be 0.8.

Data Collection

For pilot testing, the validated research tool was administered to a part of the population that was not included in the sample. The questionnaire for students was administered to students. The tool was further improved in the light of feedback from the respondents under the guidance of experts. The reliability of the research questionnaire was determined by calculating the Chronbach alpha. The reliability coefficient for teacher educators was found to be 0.8.

Data Analysis

The quantitative data collected through the questionnaire were tabulated and analyzed using the chi-square test.

Findings and Results

Table 1. Students' Responses Regarding the Product of Post Graduate Program of Physical Education in Pakistan.

S.No.	Statement	Responses					X ²	P
		SA	A	UD	SDA	DA		
1	We have learnt how to plan a lesson and how to present a lesson.	159 37%	137 32%	77 18%	30 7%	23 5%	177.4	0.000

2	The post-graduate program of physical education in our institution serves the law of equality within the ground and out of the ground.	118 28%	144 34%	73 17%	43 10%	48 11%	920.9	0.000
3	The post-graduate program of physical education in our institution fosters Islamic moral values among the students	150 35%	146 34%	69 16%	38 9%	23 5%	167.3	0.000
4	In our department, rewards and incentives are used to motivate students.	129 30%	147 35%	61 14%	48 11%	41 10%	113.4	0.000
5	The post-graduate program of physical education in our institution enhances the quality of leadership.	170 40%	116 27%	81 19%	33 8%	26 9%	168.9	0.000
6	We have learned how to measure and evaluate physical activity.	168 39%	137 32%	62 15%	39 9%	20 5%	193.2	0.000
7	I have learned how to prepare a reliable instrument for measuring physical aspects and activity.	118 28%	149 35%	88 21%	38 9%	33 8%	118.6	0.000
8	My learning at university in a post-graduate program has enabled me to act as a coach for a number of games.	153 35%	139 32%	77 18%	29 7%	28 7%	164.2	0.000
9	My learning at university in a post-graduate program has enabled me to organize sports competition at any level.	144 33%	149 35%	149 35%	33 8%	20 5%	170.5	0.000
10	My learning at university in the post-graduate program has enabled me to promote a sense of physical fitness, good health and good moral practices among the masses.	168 39%	147 30%	78 18%	33 8%	20 5%	183.5	0.000
11	Our learning at the department has enabled us to use ICTs for learning physical education.	107 25%	163 38%	83 20%	47 11%	26 6%	134.9	0.000
12	The post-graduate program of physical education in our institution provides an equal chance to all society members to prove their ability.	127 30%	151 35%	72 17%	42 10%	34 8%	126	0.000

Table 1 shows that: Sixty-Nine percent (69%) of the respondents agree that they have learnt how to plan a lesson and how to present a lesson. The calculated value of p is less than 0-05, which shows that results are significant.

Sixty Two percent of the students agree that the post-graduate program of physical education in their institution serves the law of equality within the ground and out of the ground. The calculated value of p is less than 0-05, which shows that results are significant.

Sixty-Nine percent (69%) of the respondents agree that the post-graduate program of physical education in their institution fosters Islamic moral values among the students. The calculated value of p is less than 0-05, which shows that results are significant.

Sixty-Five percent of the students agree that in their department rewards and incentives are use to motivate students. Calculated value of p is less than 0-05, which shows that results are significant.

Sixty Seven percent (67%) of the respondents agree that the post graduate program of physical education in their institution enhances the quality of leadership. Calculated value of p is less than 0-05, which shows that results are significant.

Seventy One percent (71%) of the respondents agree that they have learned how to measure and evaluate physical activity. Calculated value of p is less than 0-05, which shows that results are significant.

Sixty Three percent of the respondents agree that they have learned how to prepare a reliable instrument for measurement physical aspects and activity. The calculated value of p is less than 0-05, which shows that results are significant.

Sixty Seven percent of the students agree that their learning at university in a post graduate program has enabled them to act as a coach for a number of games. The calculated value of p is less than 0-05, which shows that results are significant.

Sixty Eight percent of the respondents agree that their learning at university in post graduate program has enabled them to organize sports competition at any level. The calculated value of p is less than 0-05, which shows that results are significant.

Sixty Nine percent of the students agree that their learning at university in post graduate program has enabled them to promote a sense of physical fitness, good health and good moral practices among the masses. Calculated value of p is less than 0-05, which shows that results are significant.

Sixty Three percent of the respondents agree that their learning at the department has enabled them to use ICTs to learning physical education. Calculated value of p is less than 0-05, which shows that results are significant.

Sixty Five percent of the respondents agree that the post-graduate program of physical education in their institution provides an equal chance to all society members to prove their ability. The calculated value of p is less than 0-05, which shows that results are significant.

Discussion

a) Discussions Regarding Context of the Programs

The analyzed qualitative data revealed that the majority of the students were likely to think that physical education is a vital part of general education, and they think that Physical education programs are helpful in maintaining health standards. Mostly agreed that 'The existing post-graduate curriculum of physical education is related to the previous curriculum of under post-graduate programs and that the existing curriculum of the post-graduate program of health and physical education is students friendly. Majority of students agreed that 'the curriculum they are studying at post-graduate level in physical education in sports and games supportive and their teachers enter in the class with proper planning and preparation.

These findings are in line with the results of a study conducted by Mughal, (2013), who found that there is a general perception among the post-graduate students that Physical Education is a part of general education and the curriculum of Physical Education is student's friendly and maintain health standard in Pakistan.

The analyzed data indicated that majority of the teacher educators agreed that Objectives given in the physical education curriculum are very clear and achievable and the post-graduate program of physical education in their institutions develop self-discipline and respect for rules and laws in the society. The majority agreed that Objectives given in the post-graduate physical education curriculum are in line with the school curriculum and the existing courses being taught at the master level in physical education have relevance to national and

international requirements. Mostly teacher educators agreed that, Objectives given in the Physical education courses are clear and precise and that healthy and simple lifestyle is encouraged at the campus.

Thus, the context of the program under study is at par with the quality and standard of Health and Physical Education programs as described by Aslam (2017). According to his findings, the objectives of the Physical Education curriculum are clear and achievable, and the post-graduate Programs of Physical Education in the institutions develops self-defence and relevant to national and international requirements.

b) Discussions about the input of the programs

The analysis of qualitative data reveals that the majority of the Students think that post-graduate curriculum of Health and Physical Education fulfills their empirical needs as a student. The existing curriculum also fulfills students' practical needs, and the students use ICTs effectively for presentations in the class, and the teachers' educators also use ICTs during instructions in the classroom.

The students are acquainted with semester rules in orientation sessions and semester rules are strictly observed in the teaching and learning program of health and physical education at post-graduate level.

Students agreed that 'they are provided ICTs related facilities at their department (PC, Laptop, internet etc.). Questioning techniques are used in the classes, and students are encouraged for creativity and critical thinking.

The students are engaged in constructive discussion on different ideas, complex concepts and their teachers use different techniques for our assessment and evaluation.

Fields trips and excursions are frequently arranged in their department and Students are made to arrange different events at department and seminars on sports, health and physical fitness are regularly organized at their department.

The findings are in line with the results of the study conducted by (Smith & B.M.E, 2012). According to the findings of this study he stated that the post-graduate curriculum should fulfill the students' empirical and practical needs, the effective use of ICTs during instruction is mandatory, and for promotion of creativity and critical thinking constructive discussion, questioning techniques may be used. Fields trips and excursions may frequently be arranged.

Conclusions

It is concluded that the students knew how to plan and present a lesson properly. The post-graduate level Program of health and physical education serves the law of equality within the ground in out of the ground, which also indicated the major cause of students' indiscipline and frustration. Very few students knew how to prepare reliable instruments for measure physical aspects and activity, which also highlights the lack of competency at master level. It is also revealed that only a small number of students claimed that there learning at the department has enabled them to use ICTs to learning physical education; it is also worthy of mentioning that the students confessed that post-graduate-level program of Health and Physical Education in their institution does not provide an equal chance to all society members to prove their ability which also shows students dissatisfaction. Lastly, it is concluded that post-graduate programs of Health and Physical Education in the institutions do not help in character building which also ironic.

Recommendations

Keeping in mind the findings and conclusion of the study let the researcher make the following recommendations for the improvement of the Post Graduate Program of Health and Physical Education.

- Without providing proper physical facilities such as grounds, courts, gymnasium, gyms and sports equipment's progress and quality is like a daydream and empty plans. By providing the required physical facilities and infrastructure, the goals of Health and Physical Education can easily are achieved; such physical facilities will currently attract the student towards the Health and Physical Institution.
- In Health and Physical Education research seminars and sports, workshops play a crucial role. The departments of Health and Physical Education in public sector universities should regularly organize

International research seminars and conferences with the collaboration of HEC to introduce new trends and information in the field of Health and Physical Education and Sports sciences.

- It is an intense need of the modern era to provide all the basic requirement and facilities that will improve the research activity in Health and Physical Education. The student will be properly guided by the competent HEC research supervisor for doing various research projects to help the students to explore themselves and develop their creativity under the supervision of faculty members.

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