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## **Quality of Physical Education in Teacher Education: Expectations of Physical Education Instructors and Undergraduate Students**

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### **Abstract**

There are many influencing factors in the quality of physical education. Physical education professionals continue to aim to develop quality programs for physical education. This study aimed to determine the quality of physical education in teacher education as experienced by the physical education instructors and students. This also aimed to find out the needs of the respondents and their recommendations to achieve high quality of physical education in teacher education. The study revealed that the level of quality of physical education as experienced by the students is high, while the instructors experience a very high level of quality of physical education. Thus, there is a significant difference in the levels of quality of physical education in teacher education as experienced by the students and the instructors. When grouped according to the program they are in, the students do not vary in their experience on the level of quality of physical education in teacher education. To improve the quality of physical education, the students and the instructors need more related materials and equipment in teaching and learning physical education. The respondents suggest and recommend improved teaching methods and strategies for better physical education quality in teacher education.

**Keywords:** physical education; quality of physical education; teacher education; physical education instructors and students.

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## **1. Introduction**

Program outcomes for physical education continue to evolve through updated curricula and the release of new policies, standards, and guidelines from the Commission on Higher Education of the Philippines (CMO No.80, s. 2017). With the enrollment expansion of state universities and colleges in the country because of the Free Tuition Law, there are obvious deficiencies in teaching resources. And with this, the update of teaching methods will also be slow, affecting the quality of public physical education. He also added that the reform of physical education in colleges and universities has always been based on quality education [1]. This requires teachers to always pay attention to the students as the main body of learning. Only in this way can people realize the goal of physical education and promote the development of public sports in colleges and universities. It was found that here is a big gap between the current physical education teaching and the established goal in colleges and universities making it always been a concern to improve the PE teaching level in the field of higher education [2].

The education sector has carried out all-around development of students' morality, intelligence, physique, aesthetics, and labor [3]. With this, it can be concluded that the quality of physical education in colleges and universities is of great significance. It was observed that teachers pay too much attention to the written expression of physical education, especially the knowledge of competitive sports, thus ignoring the physical health of students in terms of the content and evaluation indexes of students' physical education evaluation. They do not really understand whether students have done real exercises or they have the ability to solve practical problems. The evaluation of the comprehensive quality of students' learning status and learning interest is a universal trend.

It was noted that instruction is considered to be higher than intellectual quality and is associated with higher student achievement [4]. Thus, studying the quality of physical education in teacher education in terms of factors related to instruction will somehow address the social construction of knowledge from students' multiple perspectives and will require requires students to display deep understanding through substantive responses.

College physical education is a process to have an understanding of the world and cultivate quality under the guidance of teachers and the nature of college physical education is to constantly optimize the process so as to achieve optimal teaching effect [5]. Ensuring the quality development of physical education in schools is a worldwide concern and discussions on this agenda have widened the understanding of educators, and the present insufficiency in handling the matter has captured scholarly attention [6]. It must be noted that the quality of physical education is reflected in the quality of learning and training, physical quality, psychological quality, sports ability, sports habits, social adaptation, and the overall quality change level of sports literacy [7].

It will not be easy to do the evaluation of the quality of physical education teaching and training because this will be a comprehensive evaluation that will involve many factors and indicators, and these factors play different roles in the quality of the whole teaching and training [1]. Hence, the focus of the current study will take off from the experiences of the physical education instructors and students, their instructional needs, and the gap they think needed to be addressed to achieve a higher level of quality in the teaching and learning of

physical education. Achieving quality learning in physical education requires a careful selection in the development of curriculum, pedagogy, and assessment in education, however, the meaning of this development relies on a cultural, social, and institutional interpretation of these terms in schools [8]. A social service that is of quality is one that fulfills a set of demands and rules according to a standard and especially according to the clients' expectations. With this, it will imply a new relationship between the service provider and the beneficiary as well [9]. This could be true in an educational context where the quality of services that the educational institution offers may also change as a consequence of the teachers' and students' expectations. Further, and in common with teaching across other subject areas, Quality Physical Education (QPE) is fundamental to improving student learning [10].

With the results of the current study, it is expected that based on the feedback from the stakeholders, the teachers, and the students, physical education in the teacher education will begin with looking at the national standards and will examine the physical education from a conceptual standpoint. Results could also be used as references for programs related to the development and improvement of physical education in the teacher education considering the teachers' and the students' needs and expectations. These will also be helpful in the evaluation of the PE instruction that will consequently be used in the evaluation of the Bachelor of Physical Education (BPEd) program as it meets challenges in terms of faculty and equipment requirements as required by the Policies, Standards, and Guidelines set by the Commission on Higher Education.

With the aim of the present study, it is expected to add evidence to the links between the improvement of a program and the feedback and expectations of the stakeholders. Investigation of the teachers' and students' experiences will be useful to obtain a fuller picture of the present quality of physical education in teacher education, thus, baseline data will be established. It is in this foundation that this study will be of significance. Although substantial attention and a number of studies have examined the quality of programs by using quantitative measures, this study spelled the issue in greater detail by employing an element of the qualitative method to highlight respondents' positive and negative experiences which are believed to contribute as inputs in planning better physical education program in the future.

### ***1.1. Theoretical Framework***

This study is anchored on program theory that focuses on assumptions about behavioral, social, and economic mechanisms underlying a program, intervention, or policy that are believed to help realize the goals of a program [11]. This study also leans on implementation theory which pertains to program activities and captures how activities and operations are presumed to affect the mechanisms identified in the program theory. These theories will be the bases of the conduct of the current study as this will try to evaluate the quality of physical education in teacher education as experienced by the stakeholders, specifically the instructors and the students [12].

Judging from the current situation, the introduction of education quality management in physical education in college teaching has achieved some results [5]. On the other hand, there are still problems of innovation shortage from the perspective of the implementation section as well as an integral mechanism shortage.

Identifying the present condition of the program not only can improve the quality of physical education but can also benefit the sports management in colleges and universities, ultimately promoting the all-around development of physical education in colleges and universities [3].

### ***1.2. Objectives***

Generally, this study aimed to determine the quality of physical education as experienced by the physical education instructors and students. More specifically, this study aimed to:

1. determine the level of quality of physical education as experienced by the students in terms of the core value of quality physical education, curriculum arrangement of physical activities, and provision and norms in physical education;
2. determine the level of quality of physical education as experienced by the instructors in terms of the core value of quality physical education, curriculum arrangement of physical activities, and provision and norms in physical education;
3. test if there is a significant difference in the levels of quality of physical education in teacher education as experienced by the students and the instructors;
4. test if there is a significant difference in the students' experience on the level quality of physical education in teacher education when they are grouped according to program;
5. investigate the needs of the students and instructors in teaching and learning physical education; and
6. examine students' and instructors' suggestions and recommendations to improve the quality of the teaching and learning of physical education in teacher education.

### ***1.3. Scope and Limitations of the Study***

The respondents of this study were limited to the physical education students and instructors at Occidental Mindoro State College, San Jose, Occidental Mindoro, Philippines. The state college has six campuses, however, this study covered only the two campuses having the most number of enrollees namely, the Main and San Jose campuses. Thus, the results may be distinctive to students and instructors from the said campuses. Survey instruments used in the study were administered using a virtual platform given that other teachers were on alternative work arrangements and most of the students were not available onsite. The quality of physical education in teacher education was measured based on the experiences of the instructors and the students who are at the forefront of instruction. Instruments used in quality assurance bodies were not considered in the study. Another limitation of the study was that respondents' responses may be affected by their colleagues' perception when data gathering was done simultaneously or in group.

## **2. Materials and Methods**

Considering the nature of the study, this study made use of a quantitative research design with an element of the qualitative method. The participants of the study were the 11 physical education instructors and 150 physical education students in the College of Teacher Education of Occidental Mindoro State College in San Jose, Occidental Mindoro, Philippines. In order to gather the needed data, the researcher used questionnaires that

underwent validity and reliability tests. Interviews were also be done among the respondents to address questions that could not be answered statistically.

To analyze respondents perceived level of quality of physical education in the college, mean was used. To investigate the differences in the teachers’ and students’ perceptions or experiences levels of quality of physical education in teacher education, t-test analysis was used. On the other hand, measuring the differences in the perceptions of students on the quality of physical education in teacher education when they will be grouped according to program, ANOVA was utilized. Lastly, to identify the needs of students and instructors in teaching and learning physical education and to identify their suggestions and recommendations to improve the quality of the teaching and learning of physical education in teacher education, interviews were done by the researchers among the respondents and their responses were treated using thematic analysis.

### **3. Results**

#### ***3.1. Quality of Physical Education as Experienced by the Students***

Over the years, quality education is the basis on the reform of physical education in colleges and universities. This requires teachers to always pay attention to the students. Colleges and universities as the main training place of education should pay attention to the cultivation of students' physical education quality [1]. With this, it is necessary to evaluate the quality of the program based on the perspectives of its stakeholders.

Table 1 shows the level of quality of physical education as experienced by the students in the College of Teacher Education. With the overall mean of 4.35, the students perceive that the quality of physical education in the college is high. This is evident especially on the area of core value of quality physical education with the highest mean of 4.50 and is interpreted as very high.

The result implies that the students strongly believe that physical education should be a compulsory subject in school and should be accessible to all. They also believe that the school should have safe and suitable equipment, facilities and environment for physical education lessons. Further, the students perceive that physical activity opportunities are essential components in helping them to extend their learning experiences in sport and physical activities.

**Table 1:** Level of quality of physical education as experienced by the students.

<b>Physical Self-Concept</b>	<b>Mean</b>	<b>Interpretation</b>
Core value of quality physical education	4.50	Very High
Curriculum arrangement of physical activities	4.31	High
Provision and norms in physical education	4.25	High
<b>Overall Mean</b>	<b>4.35</b>	<b>High</b>

#### ***3.2. Quality of Physical Education as Experienced by the Instructors***

From another point of view, the quality of physical education is based on the level of educational design, and the reflection of teachers' educational ability [7]. The quality of physical education can be summed up as complete, understand, meet and achieve, so as to measure the quality level of physical education, instructors were asked of

their perceptions and experiences. Table 2 presents the level of quality of physical education as experienced by the instructors. With the overall mean of 4.79, the physical education instructors experience a very high quality of physical education in teacher education. It can be noted that all of the indicators of the quality of physical education are interpreted as very high (4.77, 4.80, 4.80). This only means that the instructors of physical education are very much satisfied with the quality of physical education in terms of the identified indicators.

There are teachers and students in sports. These two kinds of people ignore either side. With that, it is difficult to achieve the expected effect of education, the quality cannot be guaranteed [7]. Thus, in the current study, the perception of both sides on the quality of physical education was sought to come up with more generalizable results as to how physical education emphasizes knowledge and skills for a lifetime of physical activity.

**Table 2:** Level of quality of physical education as experienced by the instructors.

<b>Physical Self-Concept</b>	<b>Mean</b>	<b>Interpretation</b>
Core value of quality physical education	4.77	Very High
Curriculum arrangement of physical activities	4.80	Very High
Provision and norms in physical education	4.80	Very High
<b>Overall Mean</b>	<b>4.79</b>	<b>Very High</b>

### ***3.3. Significant Difference on the Levels of Quality of Physical Education in Teacher Education as Experienced by the Students and the Instructors***

The students and the instructors were grouped if they vary on their experiences on the level of quality of physical education in teacher education. Shown on Table 4 is the t-test analysis between the levels of quality of physical education in teacher education as experienced by the two groups of respondents. As it was revealed in the table, generally, there is a significant difference on the levels of quality of physical education in teacher education as experienced by the students and instructors ( $p=.010$ ). This means that the physical education instructors tend to have experienced higher level of quality of physical education when compared to the experience of the students. Moreover, all of the factors of quality of physical education were found to be significant ( $p=.034$ ,  $p=0.10$ ,  $p=.008$ ).

This implies that the instructors are more likely to experience a higher level of quality of physical education in the areas of core value of quality physical education, curriculum arrangement of physical activities, and provision and norms in physical education. It is understood that the quality of physical education is the combination of the quality of teacher education system and student learning system [5]. With this, quality can be more realized if both the teachers and the students' experiences complement in terms of the factors related to the quality of physical education. In addition, it would be better if both instructors and students have the same level of perceptions and experiences on the quality of physical education in the teacher education program. This only means that both groups of respondents experienced a very high level of quality in terms of the identified indicators of the quality of physical education in this study. Finally, this could lead to the conclusion that both instructors and students have meaningful experiences in teaching and learning physical education.

**Table 3:** t-test analysis between the levels of quality of physical education in teacher education as experienced by the students and the instructors.

Indicators	F	t-value	Mean Difference	p-value	Interpretation
Core value of quality physical education	4.316	-2.146	-1.270	.034	Significant
Curriculum arrangement of physical activities	2.002	-2.635	-1.492	.010	Significant
Provision and norms in physical education	2.520	-2.697	-1.548	.008	Significant
<b>Quality of Physical Education in Teacher Education</b>	<b>2.488</b>	<b>-2.627</b>	<b>-1.437</b>	<b>.010</b>	<b>Significant</b>

**3.4. Significant Difference on the Students' Experience on the Level Quality of Physical Education in Teacher Education When they are Grouped According to Program**

To find out whether the levels of quality of physical education differ as experienced by the students, they were grouped according to the program they are in. Currently, there are five (5) programs in the College of Teacher Education. Presented in Table 4 is the F-test analysis of the students' perception or experiences on the level of quality of physical education in teacher education. It can be noted that in general, students do not vary on their experiences on the quality of physical education (p=.537). Further, in all of the indicators of the quality of physical education, the students do not differ on their experiences as far as the quality of physical education in teacher education is concerned (p=.807, p=.333, p=.295).

**Table 4:** F-test analysis among the levels of quality of physical education in teacher education as experienced by the students when they are grouped according to program.

Indicators	Sum of Squares	Mean Square	F	p-value	Interpretation
Core value of quality physical education	178.041	.712	.402	.807	Not significant
Curriculum arrangement of physical activities	162.970	1.825	1.161	.333	Not significant
Provision and norms in physical education	167.312	2.011	1.250	.295	Not significant
<b>Quality of Physical Education in Teacher Education</b>	<b>151.842</b>	<b>1.168</b>	<b>.786</b>	<b>.537</b>	<b>Not significant</b>

The results imply that students experience the same level of quality of physical education in the college, thus, it can be deduced that they are equally served in the college in terms of the identified indicators of the quality of physical education. This is also an indication that students receive the same quality no matter which program they belong, either they are physical education or non-physical education majors.

Quality education requires teachers to always pay attention to the students as the main body of learning [1]. Thus, investigating students' experiences on the quality of education can help in realizing the goal of physical education and in promoting its development in colleges and universities. It must also be considered whether students from different programs experience the same quality so that quality would mean true to all of the students regardless of the program they belong to.

### ***3.5. Needs of the Students and Instructors in Teaching and Learning Physical Education***

During the expansion of college enrollment the teachers' strength, teaching resources and teaching methods all showed obvious deficiencies [1]. Consequently, respondents of the study were also asked of their needs for better quality of teaching and learning of physical education in teacher education. Respondents' responses were analyzed using thematic analysis and the needs that the respondents have identified can be summarized in Table 5.

Out of the 200 respondents, 159 have responded to the open-ended question. As it is reflected on the table, when asked about their needs, majority have mentioned about the related materials and equipment as their need in teaching and learning physical education (67 or 42.14%). This was supported by the statement of one of the respondents who said, "I need quality materials and equipment to perform some activities." Another has mentioned, "As students, we need equipment, to focus on learning, and physical education materials to expand our knowledge."

Twenty-seven (or 16.98 %) mentioned about the appropriate teaching and learning methods/strategies as their need. One respondent responded, "Presence of a teacher who's using good strategies to facilitate the students during activities."

Another theme which came out is attitude toward learning physical education. Of the 159, 24 or 15.09 % believed that for better quality of physical education, students should have a positive attitude toward it. One respondent said, "Attitude plays an important role in teaching or learning physical education." Another seconded, "First is the attitude or values on how to become sporty, next is the proper way on how to become physically fit."

Respondents also consider relevant course content as a need for better physical education quality (21 or 13.21%). This is backed up by the statement of one of the respondents when he said, "What I need in teaching/learning physical education is lots of information about P.E. that could be used in daily life." There is a concern that teacher content knowledge is limited in physical education [13]. Ward suggests that teachers' lack of content knowledge has resulted in a continuation of the predominant "multiple-activity approach" in physical education. If the student does not have a connection to or relationship with the content, this will diminish their learning gains.

Lastly, 20 (or 12.58%) need conducive facilities in teaching and learning physical education. This was confirmed by one of the participants saying, "We need safe and appropriate facilities to conduct PE activities". One agreed by saying, "In learning physical education, the learners need to have at least an open and safe



facility where they can perform activities and at the same time enjoy the subject.”

The findings validate the findings of one research study [14] which showed that there are certain areas in physical education that need to be improved to better prepare students for teaching. Those areas were related to the facilities and materials, the structure and the timing, as well as the content of the program. Other broader areas were the quality of the knowledge from previous educational levels, and the concern of the small amount of graduated PE and sport professionals.

**Table 5:** Needs of the students and instructors in teaching and learning physical education.

<b>Theme</b>	<b>Frequency</b>	<b>Examples</b>
Related materials and equipment	67	“I need quality materials and equipment to perform some activities.”
Appropriate teaching and learning methods/strategies	27	“Presence of a teacher who's using good strategies to facilitate the students during activities”
Attitude toward learning PE	24	“Attitude plays an important role in teaching or learning physical education.”
Relevant course content	21	“What I need in teaching/learning physical education is lots of information about P.E. that could be used in daily life.”
Conducive facilities	20	“We need safe and appropriate facilities to conduct PE activities.”

### ***3.6. Students and Instructors’ Suggestions and Recommendations to Improve the Quality of the Teaching and Learning of Physical Education in Teacher Education***

Since the teachers and the students are the direct persons to experience the quality of physical education in an educational institution, they could also be the best persons to ask about their suggestions and recommendations to improve the quality of the teaching and learning of physical education.

Table 6 discloses the teachers and the students’ suggestions and recommendations to improve the quality of the teaching and learning of physical education in teacher education. Out of the 200 respondents, 163 have given their recommendations. As revealed, the respondents recommended improved PE teaching methods and strategies (59 or 36.20%). A student-respondent said, “Teachers should have a more positive and enthusiastic approach to promote active learning.” This was seconded by another student who stated, “Teachers should make the class exciting.”

Since the need for more materials and equipment in teaching and learning physical education was identified to be the need of the respondents, they suggest provision of more PE materials and equipment (43 or 26.38%). “There should be enough and safe sports-related materials and equipment for the students to use”, as one of the respondents mentioned. Further, a respondent added, “I think we really need more attention on the needs of the students in terms of equipment and other materials.”

The respondents also suggest faculty and student development (32 or 19.63%). When asked of their suggestions to improve the quality of teaching and learning physical education, one answered, “Trainings and seminars for

teachers, extra-curricular activity for students.” Another responded, “Increase trainings for physical education instructors so that they will be more capable in teaching the subject.”

Finally, promoting positive attitude toward physical education is suggested by the respondents (29 or 17.79%). “We need to be open to challenges in learning physical education”, as what one of the student-respondents mentioned. Another seconded, “Basta think positive, be active, laging naka-support pagkatuto ng PE. (Just think positive, be active and always support learning PE).”

Similarly, it was presented the challenges facing the implementation of physical education and sports curriculum in teacher education and these included shortage of funds, lack of modern PE facilities and equipment, lack of qualified and specialized tutors, time allocated for PE and Sport, and perceptions accorded to physical education [15].

Additionally, it was mentioned that the improvement of teachers' professional development level, the cultivation of students' interest, awareness and good habits in sports learning, and the need to cultivate a variety of learning abilities are some of the indicators of quality physical education. On the other hand, Ho and his colleagues (2017) stressed that to achieve quality learning in physical education requires a careful selection in the development of curriculum, pedagogy and assessment in education [10].

**Table 6:** Students and instructors’ suggestions and recommendations to improve the quality of the teaching and learning of physical education in teacher education.

<b>Theme</b>	<b>Frequency</b>	<b>Examples</b>
Improved PE teaching methods and strategies	59	“Teachers should have a more positive and enthusiastic approach to promote active learning.”
Provision of more PE materials and equipment	43	“There should be enough and safe sports-related materials and equipment for the students to use.”
Faculty and student development	32	“Trainings and seminars for teachers, extra-curricular activity for students”
Promoting positive attitude toward physical education	29	“We need to be open to challenges in learning physical education.”

#### **4. Conclusion**

The findings of the study led to the following conclusions. The level of quality of physical education as experienced by the students is high. On the other hand, the instructors experience the quality of physical education at a very high level. Thus, there is a significant difference in the levels of quality of physical education in teacher education as experienced by the students and the instructors. The students do not vary in their experience on the level quality of physical education in teacher education when they are grouped according to the program they belong to which means that they are experiencing the same level of quality that is considered acceptable or desirable. It was also found that the students and the instructors need more related materials and equipment in teaching and learning physical education. This made them suggest and recommend improved PE teaching methods and strategies to improve the quality of the teaching and learning of physical

education in teacher education. With this, provision of physical education materials and equipment, faculty and student training, and other identified needs and suggested areas must be considered by the concerned heads in curriculum planning. A study should be also made to reveal the concrete changes that should be considered to have a quality physical education. Further, the key enhancing factors should be studied and revealed. Aside from the areas of quality of physical education identified in the current study, assessments that will focus on the learning process, as well as on outcomes must also be considered in future research.

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