

Frequency of Physical Education Teachers Referring to NPE, APE, OPE, CPJ, and EPE in Implementing the Form Four Physical Education Curriculum (Physical Fitness)

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ABSTRACT

The purpose of this research is to identify the frequencies of Physical education teachers referring the National Philosophy of Education (NPE), Aims of Physical Education (APE), Objectives of Physical Education (OPE), Content of Physical Education Curriculum (CPE) and Evaluation of Physical Education (EPE) aspect in the implementation of the Malaysian Form 4 Physical Education curriculum (Physical Fitness); to identify the extent to which Physical Education teachers refer of NPE, APE, OPE, CPE curriculum, and EPE aspect; to identify the significant difference between teaching experience with the frequencies of referring to these aspects. This study used the survey method. Questionnaire is the instrument to collect the data related to Physical Education teachers referring to NPE, APE, OPE, CPE, and EPE aspects. The level of frequencies of teachers referring to all aspects (NPE, APE, OPE, CPE, EPE) is moderate (M=2.98; SD=.68). From that, the level of frequencies of teachers referring to the OPE (M=4.38; SD=.57) and the CPE (M=4.30; SD=.65) is high. Meanwhile, the level of frequencies of teachers referring to the NPE (M=1.78; SD=.65) and the EPE (M=1.34; SD=.72) is low. Beside that, the level of frequencies of teachers referring to the APE (M=3.10; SD=.79) is moderate. The objectives and content of Physical Education are two aspects that the teachers have to consider before implementing the Form 4 Physical Education curriculum (Physical Fitness) in secondary school. The Objectives and Content of Physical Education are very important in assisting teachers to make good preparation before they undertake the process of teaching and learning of Physical Education.

Keywords: Physical education, implementation of physical education curriculum

INTRODUCTION

In implementation of the Malaysian Physical Education curriculum is still facing a number of obstacles even though it is core subject. A report by the Curriculum Development Centre (5) based on a study of some schools in Kelantan and Sabah indicates that half of the Physical Education teachers i) do not follow the lesson plans; ii) do not write the lesson plan as it should be written; iii) train school teams in games and sports in inappropriate time; iv) invigilate the students while the class on only; and v) allow the hours allocated to Physical Education to be used for teaching other subjects.

The implementation of Physical Education curricular should be based on the National Philosophy of Education (NPE), Aim of Physical Education (APE), Objectives of Physical Education (OPE), Content of Physical Education Curriculum (CPE) and Evaluation of Physical Education (EPE). These are valuable resources and could serve as important guidelines for the preparation of Physical Education lessons to be used in their process teaching and learning of Physical Education at secondary schools.

According to Abdullah Sani et al. (2), teachers should comprehend and take note of what is stated

in the curriculum and its needs, understand the Education Philosophy, aims and objectives involved so that they will effectively enhance the learning experiences in Physical Education for students in secondary schools.

Hence this research aim to investigates the extent to which Physical Education teachers refer to the NPE, APE, OPE, CPE, and EPE in implementing the Form 4 Physical Education curriculum (physical fitness) at secondary schools in Malaysia.

MATERIAL AND METHOD

This research is designed to use the quantitative method and a questionnaire is constructed as the research instrument to collect data pertinent to this study. Several secondary schools in Gombak District, Selangor, are involved in this study. This district is chosen because it is identified as the education district which has the highest number of trained teachers in Physical Education.

The purposive sampling technique is used as it is the accepted sampling technique in either qualitative or quantitative research (6). To a large extent it is important to sample the right number of right respondents for the purpose of the study. A purposive sample provides an information rich case

for in – depth analysis related to the issues studied thus providing a deeper understanding of the research done (4). As Aziah (3) states, purposive sampling is a method to gain rich information from a specific number of respondents which cannot be extracted from the larger number of individuals.

Hence the researcher has decided to select all Form 4 Physical Education teachers in secondary schools in Gombak District as the respondents in this study. The study is related to the frequency Physical Education teachers refer to the NPE, APE, OPE, CPJ and EPE in implementing the Malaysian secondary school Physical Education curriculum as means to ascertain their level of knowledge about the Malaysian Secondary School Physical Education curriculum.

The data is collected by using a questionnaire, and the quantitative data obtained is analyzed descriptively by using the Statistical Package for the Social Science (SPSS Version 12)

Descriptive statistics such as percentages, mode, mean and frequency are used to provide information about the background of respondents in this study. while frequencies is used to extent to which Physical Education teachers refer to NPE, APE, OPE, CPJ and EPE. Meanwhile, the extent Physical Education teachers refer to NPE, APE, OPE,CPE, and EPE is categorized into three levels: Low, Moderate and High (refer to Table 1). Scoring is based on rating scale of 1 – 5 as follows.

5 – ‘Frequently’

4 – ‘Once a week’

3 – ‘Once In a Month’

2 – ‘Once In Six Month’

1 – ‘Once In a Year’

Example of Calculations:

Minimum score : 1

Maximum score : 5

Score differences is divided into 3 levels, that is $4 \div 3 = 1.33$

Table 1. Level of Frequency

Implementation Level	Score Group
Low	1.00 – 2.33
Moderate	2.34 – 3.66
High	3.67 – 5.00

RESULTS

The results of the study are presented in two parts. Firstly, the demographic characteristics of

respondents, and secondly, the extent to which Physical Education teachers refer to NPE, MPE, OPE, CPE and EPE in the implementation of Physical Education curriculum in secondary schools.

Samples’ Background

Table 2 show the demographic characteristics of respondents in term of gender, ethnics, teaching experience in number of years, academic and professional qualifications and teaching option.

Table 2. Background of Form 4 Physical Education Respondent Teachers at Secondary Schools in Gombak District (n=50)

Respondents’ Background		F	P
Sex	Male	31	62.0
	Female	19	38.0
Race	Malay	42	84.0
	Chinese	2	4.00
	Indian	6	12.0
Age	21-25 years	1	2.0
	26-30 years	16	32.00
	31-35 years	11	22.0
	36-40 years	9	18.0
	41years and above	13	26.0
Teaching Experience	<1-2 years	16	32.0
	3-4 years	13	26.0
	5-6 years	9	18.0
	7-8 years	2	4.00
	9 years and above	10	20.0
Highest academic qualification	SPM	1	2.00
	STPM	1	2.00
	Diploma	1	2.00
	First Degree	43	86.0
	Master	4	8.00
Professional qualification	Teaching Certificate	3	6.00
	Diploma Education	13	26.0
	Degree in Education	29	58.0
	KPLI/DPLD	5	10.0
Option	Physical Education	37	74.0
	Sport Science	13	26.0
	Education		

F: Frequency; P: Percentage

In terms of gender, there are more male Physical Education teachers (62%) than female (38.0%) Physical Education teachers. While in terms of ethnicity, there are 42 (84%) Malay Physical Education teachers, followed by Indian (12.0%) and Chinese (4.0%). Most of the Physical Education teachers are aged between 26 to 30 years (32.0%), while 22% of them are in the 31 to 35 years age group, 26% of them are 41 years and above, 18% between 36 to 40 years, and 2% between 21 to 25 years. Regarding the teaching experience in in Form 4 Physical Education, about 20.0% of the Physical Education teachers have served more than 9 years, 4.0% between 7 to 8 years, 18.0% between 5 to 6

years, 26.0% between 3 to 4 years and 32.0% less than 2 years.

Apart from that, most of the teachers with Physical Education option are graduates or degree holders, with Bachelor Degree (86.0%), Master (8.0%), Diploma (2.0%), *STPM*/Higher School Certificate (2.0%) and *SPM*/Malaysian Certificate of Education (2.0%). All the respondents are qualified teachers with 58.0% of the Physical Education teachers who are graduates with a Degree in Education, 26.0% Diploma in Education, 10.0% KPLI/DPLI, and 6.0% teachers only who are holders of Teaching Certificate.

Finally, in terms of teaching option, 74.0% of the Physical Education teaching Form 4 Physical Education at Secondary Schools in Gombak District are Physical and Health Education majors and 26.0% major in Sports Health Education, both are Physical Education specialists and are trained teachers.

Frequencies of Teachers Referring to NPE, APE, OPE, CPE, EPE

From the questionnaire survey, Table 3 conveys the mean, standard deviation and level of frequencies of teachers referring to NPE, APE, OPE, CPE and EPE elements.

Table 3. Mean, Standard Deviation, and Frequencies of Physical Education Teachers Referring to NPE, APE, OPE, CPE, and EPE (N=50)

Items	M	SD	Level
National philosophy of education	1.78	.65	L
Aims of Physical Education	3.10	.79	M
Objectives of Physical Education	4.38	.57	H
Content of Physical Education Curriculum	4.30	.65	H
Evaluation of Physical Education	1.34	.72	L

L: Low; M: Moderate; H: High; M: Mean; SD: Standard Deviation

With reference to Table 3 above, which shows the frequencies of Physical Fitness teachers referring to the Objective of Physical Education ($M=4.38$; $SD=.57$) and Physical Education curriculum ($M = 4.30$; $SD = .65$). Which are high. Whilst the frequencies of Physical Education teachers referring to National Philosophy of Education ($M = 1.78$; $SD=.65$) and Evaluation of Physical Education ($M=1.34$; $SD=.72$) is low. The frequencies of Physical Education teachers referring to the Aims of Physical Education ($M = 3.10$; $SD = .79$) is moderate. The findings indicate that Physical Education teachers in the Gombak education district frequently refer to the objectives and contents of

Physical Education in implementing the Form 4 Physical Education curriculum (physical fitness).

DISCUSSION

The finding of this study show that in general, the frequencies of Physical Education teachers referring to NPE, APE, OPE, CPE, and EPE as a whole is moderate ($M = 2.98$; $SD = .68$) in implementing the Form 4 Physical Education curriculum as the Physical Education teachers as respondents in this study are specialists the and field the frequencies at which they refer to OPE and CPE, differ from the frequencies at which they refer to NPE, APE and EPE.

OPE is most referred to as it is the most common reference for Physical Education teachers as it is related closely to the preparation of lesson plans. By referring to the OPE, teachers may have a better idea on how to design the appropriate activities in line with the requirement of the Physical Education. According to Rink (8), objective is a specific resolution and should be applicable in open learning. For this reason, Physical Education teachers in this study frequently refer to the OPE in teaching Form 4 Physical Education (physical fitness) in secondary schools.

Apart from that, CPE is also identified as the main reference for Physical Education teachers to assist them in making good preparation as well as to improve their process of teaching and learning. As Physical Education teachers, they are knowledgeable in the related contents of fitness (9); and at the same time they have mastery in learning contents and curriculum (1). When they have knowledge of contents, confidence will push them ahead (10) and the process of teaching and learning becomes much more comfortable (7).

Considering the overall findings of this study, the implication is that Malaysian Physical Education teachers need to raise their level of awareness of NPE, APE, and EPE in line with their knowledge of OPE and CPE so that holistic Physical Education lesson can take place.

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