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Physical education teachers readiness towards upgrading the teaching and learning processe

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Abstract

This study aims to determine if there exists significant differences in terms of preparedness of health based physical fitness levels and the preparedness of the mastery of the subject content majoring in physical education among teachers in Kuala Muda Yan District based on gender. The sample size is 200 teachers from Secondary School which teach Physical Education subject. The respondents are 200 male teachers and 50 female teachers. The methodology is by using the ex- post facto' static group comparison using a "Prudential Fitnessgram" battery tests. The descriptive analysis shows the readiness in terms of health based physical fitness and the mastery of the subject content is satisfactory and increased at every level. Inferential analysis of overall readiness of level of physical fitness based on gender showed significant differences where $t(248) = 22.940$, ($p < 0.05$). While the readiness level of the contents of the Physical Education subject as a whole showed a significant difference between male and female where the value of $t(248) = -7020$, ($p < 0.05$). This study proved that gender should be given due attention in the process of teaching and learning, so that this difference can be reduced or completely resolved.

Keywords: Readiness, physical fitness, subject content

Introduction

Teaching is a profession which aims to form perfect human beings who would understand their roles and responsibilities towards themselves, family, community, the environment they inhabit and towards their Creator, the God. In the context of today's modern communities the term teacher gives a wide understanding. Every individual who engages themselves in formal or non-formal education process that involves the delivery of knowledge or skill to an individual or group of individuals are called teachers.

It is undeniable that the responsibility and the role of teachers are very challenging in the era of a borderless world. Now the role of teachers is not just limited to teach, educate and guide students, but more importantly to control the moral and ethical balance among students as well (Zamri Mahamod, 2010) [34] as described by Sulaiman Daud, "the role of teachers has changed and will continue to turn out to be more complicated in the future. Thus, teacher education programs should not only provide them with the knowledge, skills and attitudes but should also enable them to become sensitive agents of change".

To achieve the goals of our national education, it should start with teachers because teachers are responsible for teaching, learning, guiding, fostering and shaping behavior and become role models for their students. Thus, experiences teachers should be of quality, ethical, character and noble personalities (Mohd. Aziz Mohd. Din, 2010) [25]. For the Ministry of Education as employers who train and prepare teachers, certainly would want teachers who have and practice good values or work ethics. Employers want employees who have good values or work ethic because they have been found to show satisfaction in their work and a positive attitude in decision making (Junaidy, Guanthevan & Norlena, 2014) [26].

Research problems

Teaching is a field that involves teaching. Members of this profession are known as the teachers and are responsible for helping the community understand their cultures, acquiring knowledge that has accumulated over the age-old and prepare them for the challenges of the future.

To produce teachers of quality, excellence and able in teaching and learning and to lead challenges towards uplifting teaching professionalism, the prospective teachers should be sensitive. In this research, the focus is centered on the physical education teachers in order to improve the teaching and learning especially in the field of physical education, however more than often we find stumbling blocks in trying to achieve this goal. Among the essential needs to achieve this goal that often become obstacles are the problems in terms of health and fitness as well as lack of knowledge in subject content.

Preparedness in terms of good health and fitness frequently become a problem in focusing and commitments towards teaching and learning. Individuals who want to enjoy a healthy lifestyle should inherit well-being components such as physique, psychology, spiritual, vocational and environment. Physical health is staying physically active, practice exercises; practice good nutrition and having enough rest and sleep. On the excuse of being busy, the practice of at least three times exercise for thirty minutes in a week is often ignored. As a result, many diseases often perch as cardiovascular disease, the problem of excess body weight or obesity, the problem of stress or pressure and the problems of burn out that lead to mental problems (Junaidy Mohamad Hashim & Mohd Foazi Md Nor, 2016; Junaidy Mohamad Hashim, 2014; Mohd Taib Harun, Junaidy Mohamad Hashim & Norlena Salamuddin, 2014; Baumgartner, 2002; Corbin & Lindsey, 2001; Berlin, 1990) [16, 26, 26, 5, 8, 6].

From the angle of teaching and learning preparedness often become a problem to teachers especially in terms of mastering the subject content that need to be taught by them. Julismah Jani (2006; 2007) [12, 14], the problematic teachers are those who fail to master the subject content that need to be taught by them. Stressed that teachers often do not practice the prevailing core knowledge, process of teaching and learning for effective teaching. Academic accountability in Physical Education is also a problem and needs to be addressed because it can cause the quality of teaching and learning of these subjects fail to achieve its objectives. Knowledge from the point of testing, measurement and evaluation is also a problem for the teachers, especially teachers of Physical Education in measuring the fitness levels of their students (Ahmad Hashim, 2004; 2015) [1]. The choice of the teaching profession as a last option also shows the actual dishonesty while choosing teaching as a career (Junaidy Mohamad Hashim, 2014) [26].

The importance of this study

This study would determine the extent of preparedness in terms of health based levels of physical fitness and in terms of mastering the subject content of physical education subject by the teachers based on gender. This study would also enlighten the relationship and interactions that exist in terms of health based physical fitness levels and mastering the subject content of Physical Education. The results of this study would give the potential teachers the knowledge and awareness on the importance of physical fitness and mastery of subject content in moving towards to ensure the quality of teaching and learning Physical Education subject.

Objectives

1. To determine the preparedness of health based on level of physical fitness by gender among the teachers who teach Physical Education subject in secondary school in Kuala Muda Yan District
2. To identify the level of readiness in terms of mastering the subject content based on gender among the teachers who teach Physical Education subject in secondary school in Kuala Muda Yan District

Research Question

1. To what extent is the level of preparedness in terms of health based level of physical fitness among the teachers who teach Physical Education subject in secondary school in Kuala Muda Yan District
2. To what extent is the level of preparedness in terms of mastering the subject content in physical education among the teachers who teach Physical Education subject in secondary school in Kuala Muda Yan District

Methodology

This study is experimental in nature and uses the “ex-post facto” experiment which is simple but has a very high internal validity. The sample is divided into groups such as gender (male & female) as it has characteristics of different variables to each other (Cicciarella 1997) [7].

In this study, the variable attribute is a variable that already exists before a study is conducted and characteristics such as gender and age simply cannot be manipulated (Cicciarella, 1997) [7]. The design is also a cross sectional study and can only be done once. This will simplify the process of data collection from a large number of samples and suitable to be tested on male and female samples of various ages. Golding, Cicciarella, 1997) [7].

Sampling

Sampling is a very important and involves the selection of a number of subjects from a certain population to serve as respondents in a study. Inappropriate sampling will reduce the validity and the reliability of the study. Sampling in a study also affects the quality of the outcome of a study. In this study, the researcher uses *purposive* sampling, which is based on preset criteria. (Patton, 1990) [30]. Therefore the researcher has selected a sample of male and female teachers from the teachers who teach Physical Education subject in secondary school in Kuala Muda Yan District.

The table 1, showed the sample size distribution by IPG and gender based on the number and percentage.

Table 1: Sample Size Distribution Based on Gender

Type of Teacher	Total				Total
	Male	%	Female	%	
Secondary School	200	100	50	100	
	200		50		250

Data Analysis

Descriptive Analysis

In this study the first step of the researcher is to do a descriptive analysis to determine the min score and standard deviation.

Table 2: Score min and standard deviation of all the components of the study among the male and female trainee teachers majoring in Physical Education in IPG by descriptive statistical analysis

Component	Gender	N	Mean	Standard Deviation
BMI	Male	200	23.89	2.14
	Female	50	23.55	3.92
	Total	250	23.72	3.15
Push up	Male	200	39.51	7.59
	Female	50	16.82	2.67
	Total	250	28.24	12.71
Trunk Lift	Male	200	47.29	4.72
	Female	50	47.26	4.63
	Total	250	47.28	4.67
Curl Up	Male	200	46.78	9.01
	Female	50	29.55	6.42
	Total	250	38.22	11.65
PACER	Male	200	42.80	4.72
	Female	50	31.44	3.89
	Total	250	37.16	7.14
Content Knowledge	Male	200	80.75	2.94
	Female	50	82.94	2.43
	Total	250	81.84	2.91

A. The overall physical fitness level of male teacher

Table 3: Raw score norms of the overall physical fitness level among male teacher

Levels	Raw Score Norms
Excellent	64.87 and above
Very good	58.98-64.86
Good	53.09-58.97
Medium	47.20-53.08
Weak	47.19 and below

Table 3.1: Percentage of achievement of overall physical fitness levels among male teacher

Levels	No	%
Excellent	10	5
Very good	121	60.5
Good	35	17.5
Medium	26	13
Weak	8	4
Total	200	100

Based on table 3.1 the overall physical fitness levels tested through push up, trunk lift, curl up and PACER, 5% represent 10 persons among the sample of teachers at excellent level. 60.53% or 121 or the sample male teachers are at the level of very good. 35 of them or 17.5% of them at the level of good and 26 or 13% of the sample at medium levels whereas 4% or 8 at weak levels.

B. The overall physical fitness level of female teachers

Table 4: Raw score norms of the overall physical fitness level among female teacher

Levels	Raw Score Norms
Excellent	49.27 and above
Very good	45.68-49.26
Good	42.09-45.67
Medium	38.50-42.08
Weak	38.49 and below

Table 4.1: Percentage of achievement of overall physical fitness levels among female teacher

Levels	No	%
Excellent	4	8
Very good	17	34
Good	11	22
Medium	8	16
Weak	10	2
Total	50	100

Based on table 3.1 the overall physical fitness levels tested through push up, trunk lift, curl up and PACER, 8.0% represent 4 persons among the sample of teachers at excellent level. 34% or 17 or the sample male teachers are at the level of very good. 11 of them or 22% of them at the level of good and 8 or 16% of the sample at medium levels whereas 2% or 10 at weak levels.

C. Body Mass Index Levels among male teachers

Table 5: BMI Level Based on Asian Norms (WHO, 2004)

Level	Range	No	%
Underweight	18.5 and above	0	0
Normal	18.5-24.9	92	46.0
Over weight	25.0-29.9	51	25.5
Obese class i	30.0-34.9	57	28.5
Obese class ii	35.0-39.9	0	0
Obese class iii	40.0 and above	0	0
		200	100

Based on Table 5, the BMI of male teachers was evaluated based on the norms of WHO (2004). About 92 of them or 46% ranked normal levels. 25.5% or 51 of them at overweight and 57 or 28.5% of them at obese class i and no male teachers in obese class ii or iii.

D. Body Mass Index Levels among female teachers

Table 6: BMI Level Based on Asian Norms (WHO, 2004)

Level	Range	No	%
Underweight	18.5 and above	0	0
Normal	18.5-24.9	32	64
Over weight	25.0-29.9	9	18
Obese class i	30.0-34.9	4	8
Obese class ii	35.0-39.9	5	10
Obese class iii	40.0 and above	0	0
		50	100

Based on table 6, the BMI of female teachers was also assessed based on Asian norms WHO (2004). The analysis shows that 32 of them or 64% of them are at normal levels. 18% or 9 of them at overweight levels, 8% or 4 of them at obese class I, 5 of them or 10% of them at obese class ii levels and no female teachers in obese class iii level.

E. The overall command levels of subject content

Table 7: Raw score norms of the overall physical fitness level among male and female teachers

Levels	Raw Score Norms
Excellent	90.57 and above
Very good	83.30-90.56
Good	80.39-83.29
Medium	77.48-80.38
Weak	47.19 and below

Table 7: Comparison of the percentage of the overall achievement on subject command by gender

Level	Gender	No	%
Excellent	Male	17	10.5
	Female	9	18
Very Good	Male	59	29.5
	Female	22	44
Good	Male	79	39.5
	Female	15	30
Medium	Male	45	22.5
	Female	4	8
Weak	Male	0	0
	Female	0	0

Based on Table 7.1, a comparison in terms of the number and percentage of male and female teachers on the level of the overall subject content command, found the male teachers were at 10.5 which represents 17 people and 9 or 18% for the

Table 8: t-test Independent Samples

		F	Sig	Levene's Variance Equation test t	Mean Equation for t test Df	Sig (2-t)
Overall physical	Assumed variance equation	27.84	.000	21.51	248	.000
Fitness	Non-assumed variance equation			21.57	248	.000

Significance at the 0.05 level

Inferential statistical analysis using the independent t- test shows the t value (248) =-7.020, p=0.000 ($p<0.05$) were significant. The results of test analysis showed that there were significant differences in mean and standard deviation of the

Table 9: t- test Independent Sample

		F	Sig	Levene's Variance Equation test t	Mean Equation for t test Df	Sig (2-t)
Overall command Of subject content	Assumed variance equation	3.35	.068	-7.020	248	.000
	Non-assumed variance equation			-7.020	248	.000

Significance at the 0.05 level

Conclusion

Results from the data analysis obtained from a study sample of 250 male (200) and female (50) teachers, teaching and learning Physical Education subjects at secondary school. The researcher produce grades of outcome on health component based levels of physical fitness, gender and achievement grades for command of subject content in Physical Education subject. Based on the graded outcome produced by the researchers, it is clearly evident that the factor of gender gives a very high impact on the aspect of physical fitness and the level of command Physical Education subject content. Each gender has its own strength in the evaluated aspects. Male teachers did better in physical fitness levels which were proven in this research as all the tests required physical strength. However their performance was not significantly better in tests that did not require much physical strength such as flexibility by trunk lift test. This study succeeded in finding that the teachers are prepared in term of fitness at levels of excellent, very good and good at 83.0% for male teachers and 74% for female teachers. Male teachers measured at highest level of 64.87% and female teachers measured based on highest level of 49.27%.

On the grades of the outcome on mastering the subject content, the factor of gender influences the scores. Various factors are thought to have contributed for this finding. The analysis of the researcher finds that female teachers dominate men in terms of mastering subject content. This is proven in the overall analysis of the findings whereby the preparedness in terms of mastering the subject content among the female teachers were good at 94.6% at very good and good levels

female teachers get an excellent level. For the very good levels, the male were at 29.5% which represents 59 people while for the female teachers, it were 22 of them at 44%. At the good levels there were 79 male teachers at 39.5% while female teachers were 15 of them at 30%. At the medium levels, the male teachers were at 22.5% that is 45 of them, while the female teachers were only 4 at 8%. None teachers were at weak level.

Inferential analysis

Inferential statistical analysis using independent t-test show the t value (248) =21:51, p=.000 ($p<0.05$) were significant. The results of test analysis showed that there were significant differences in mean and standard deviation of the overall level of physical fitness for the male teachers (M=56.03, SD=5.89) and female teachers (M=45.00, SD=3.34), teaching Physical Education at school.

level of the whole subject content for male teachers (M=80.75, SD=2.94) and female teachers (M=82.94, SD=2.43), teaching Physical Education at school.

compares with male teachers at 79.5% based on the highest level of 90.57%. The higher percentage however shows that they are highly prepared in terms of subject content mastering and ways to upgrade their levels even more need to be identified. Nevertheless the researcher is satisfied and proud that the physical education teachers are ready to step into the classroom and confidence towards academic professionalism and accountability.

The male and female Physical Education teachers who are at medium level, they should intensify their efforts and find ways to attain the highest level in mastering the subject content to guarantee the teaching and learning quality and accountability in Physical education subject thus bringing dignity to the teaching profession.

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