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Effect of value orientation on teaching philosophy of physical education teachers in peninsular India (South India)

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Abstract

The purpose of the study was to analyze the priority given by physical education teachers to different teaching value orientations while curriculum decision-making. The inventory was directly sent to teachers via online mode to collect the data. One hundred twenty physical education teachers have completed this value orientation inventory short form (VOI-SF). The total score from each value orientation was descriptively analyzed. Independent t-tests were used to examine the data by gender, teaching level, and teacher's years of experience. The result indicates that teachers possess one or more value orientations in decision-making. There was no significant difference based on experience or specialization but a significant difference was found in gender regarding Learning Process and Ecological Integration at 0.05 level of significance.

Keywords: Disciplinary mastery, learning process, self-actualization, social reconstruction and ecological integration

Introduction

Over the years many changes have come in the field of education. Hence, in the physical education a well. The older thought of physical education as “physical training” has changed to a concept of “wholesome development” i.e. it stimulates physical, psychological, intellectual and social aspects of human life through structured physical activities (Ray, 2019) [14].

Due to the understanding of the importance of physical education in student development, compulsory physical education classes were introduced in every school with a curriculum covering the whole dimensions of it. Unlike, mathematics and science subjects a strict curriculum cannot be used in the implementation of physical education in schools (Lee, 2015) [12]. Geographical area, facilities, space, equipment's availability etc. are few constraints that force the physical educators to have a flexible curriculum design. Exempting elementary level, Teachers who are involved in middle and secondary teaching follows a particular pattern of teaching keeping in mind what to be taught, when to be taught and what extend it to be taught according to the requirement of the students. This situation showcases the importance of physical education teacher's decision making skills. (Behets & Vergauwen, 2004a) [3] states that the curriculum offers a theoretical foundation for the subjects to be taught, while still allowing teachers the flexibility to adapt it based on the unique characteristics of their students and school environment. As a result, curriculum decisions are influenced by the physical education teachers' beliefs and values.

“Value Orientation integrates teachers explicit and tactic belief about students and context with their knowledge of physical education subject matter” (Ennis, 1992) [8]. Different types of value orientation that a person acquires are Disciplinary Mastery: it is the most influenced orientation in physical education. The teacher who gives importance to disciplinary mastery thinks the scientific knowledge is up most important for the student to consider as educated. Here students acquire theoretical and practical knowledge. The priorities are given for child's skill development and improve their fitness components in such that it helps the students to

participate in different sports and games (Ennis 1992; Jewett 1994) [8, 20] Learning Process: The aim of learning process is to provide a good environment to make learning interesting and enjoyable. The student's problem-solving skills are developed by giving them opportunity to use their prior knowledge to solve and learn from them. Here Tasks and problems are used as tools, where and teacher act as an assistant helping the students understand the problem, asking questions to them and adjusting the problems (Ennis 1992; Jewett 1994) [8, 20] Self Actualization: Nurturing student's growth is the main focus of self-actualization related curriculum. Here the content provider has full freedom for inclusion and exclusion of particular topics from the curriculum; it depended on the immediate relevance of the topics on student growth. The teachers who give priorities to self-actualization uses sports and fitness content as a platform for the development of self-concept, self-responsibility etc. (Ennis 1992; Jewett 1994) [8, 20] Social Reconstruction: In the present world providing equal opportunity to students regardless of their gender, cast, race and physical disabilities are required.

Hence, social reconstruction value orientation has importance. Developing a sense of equality among the students is one of the major concerns of this orientation. The physical educator utilizes different sports and games to encourage the students to ask questions, think reflectively and develop different activities were all are treated fairly. This normally depends upon the school and classroom environment (Ennis 1992; Jewett 1994) [8, 20] Ecological Integration: Ecological integration as its name suggests, it values all the orientation with which curriculum are made by giving importance based on the school settings i.e. School concept, child characteristics and subject matter demand (Ennis 1992) [8]. Unlike other value orientations physical educator develops a well-balanced curriculum for the students. This orientation possesses a little complexity to implement but a well-organized context may help to overcome the difficulty and limitations (Ennis 1992; Jewett 1994) [8, 20].

The physical education curriculum is not constructed based upon a single value orientation. All the value orientations have its own importance and application but constraints like facilities, space, personals and other factors affect the use of multiple values in teaching at described time duration and physical educator's emphasis on the major orientation that they possess for decision making and teaching of students. In India, studies related to physical education teachers or evaluation of school curriculum has not been carried out in past years. Physical education researcher often uses this tool for evaluating physical education teachers value orientation and curriculum priorities (Zhu & Chen, 2018) [16].

Materials and Methods

During the process of data collection, the value orientation inventory short form (VOI-SF) was mailed to random 200 Physical Education teacher's population in different states of South India, ie, Kerala, Karnataka and Tamil Nadu. The inventory received from teachers which contain improper ranking is not used for analysis. Around 120 teachers (60 male and 60 female) responds have been valid and considered for further procedures. Following data analysis, email was used to provide feedback to each teacher from each group regarding their individual scores and priority scores. A further incentive to engage was the researchers' ability to provide personalized comments.

The inventory consists of 10 statements from each of the five

value orientations and they are categorized into 10 sets of 5 questions each. Every single set contain one among each value orientation statement. The teacher needed to read all the 5 questions in each set first and accordingly rank them from 5-1 in a way that same ranks are not given twice; doing so will be affecting the result of the study. A 5-point Likert-type scale was used by respondents to rate the five elements in each set (1 being the lowest priority and 5 being the greatest). A composite score of item ranking was produced for each value orientation. Each score was compared to the average of the group for that orientation. Scores that were 0.6 standard deviations above the mean were thought to show a high priority for that value orientation, whereas scores that were 0.6 standard deviations below the mean were seen to reflect a low priority (Ennis & Chen, 1995) [9].

Scores that were close to the mean did not provide clear indications of the preferred direction. However, when teachers consistently assigned high value to items across the 10 sets, showing their personal importance, they received a high priority score for a specific value orientation. On the other hand, ratings close to the mean suggested inconsistent rankings of items in that category. The teachers held diverse opinions regarding these orientations. The data were analyzed using descriptive statistics to examine each value orientation. Additionally, t-tests were employed to compare the variables of gender (Male and female), years of experience (more than 7 years and less than 7 years), and education qualification (Bachelor degree and master degree) at a significance level of 0.05.

Results and Findings

Table 1: Descriptive statistics of Physical Education Teachers Value Orientations

Value orientation	N	Mean	Standard deviation
Disciplinary Mastery	120	31.69	5.20
Learning Process	120	30.85	5.50
Self-Actualization	120	29.42	5.27
Ecological Integration	120	29.23	4.89
Social Reconstruction	120	28.80	4.76

Table No.1 shows the Descriptive Statistics of Disciplinary Mastery (M=31.69, SD=5.20), Learning Process (M=31.85, SD=5.50), Self-Actualization (M=29.42, SD=5.27), Ecological Integration (M=29.23 SD=4.89), Social Reconstruction (M=28.80, SD=4.76). It shows that Disciplinary Mastery and Learning Process are the Value Orientations that most teachers given as high priority. However, Ecological Integration and Social Reconstruction was the Value Orientation for which most teachers gave low priority. Self-Actualization is the orientation with the greatest number of teachers with neutral priority.

Table 2: Comparison of Each Value Orientations Based on Gender

	Levene's test for equality of variance		t	df	Sig (2 tail)
	F	sig			
Disciplinary Mastery	4.53	0.325	1.82	118	0.07
Learning Process	1.03	0.310	2.40	118	0.01*
Self-Actualization	0.16	0.689	1.76	118	0.08
Ecological Integration	0.94	0.334	1.14	118	0.02*
Social Reconstruction	3.31	0.071	1.59	118	0.11

*Significant at 0.05 level of significance

Table No.2 shows that the t value of Value Orientations;

Disciplinary Mastery (0.07), Learning Process (0.01), Self-Actualization (0.8), Ecological Integration (0.02) and Social Construction (0.11) at 118 Degree of Freedom. LP and EI of the Value Orientations have any Significant Difference based on Gender of the Physical Education Teachers.

Table 3: Comparison of Each Value Orientations Based on Years of Experience

	Levene's test for equality of variance		t	df	Sig (2 tail)
	F	sig			
Disciplinary Mastery	4.87	0.68	0.85	118	0.39
Learning Process	5.06	0.55	0.46	118	0.64
Self-Actualization	0.30	0.58	0.05	118	0.95
Ecological Integration	0.04	0.83	1.18	118	0.85
Social Reconstruction	2.72	0.10	1.73	118	0.08

*Significant at 0.05 level of significance

Table No.3 shows that the t value of Value Orientations; Disciplinary Mastery (0.39), Learning Process (0.64), Self-Actualization (0.95), Ecological Integration (0.85) and Social Construction (0.08) at 118 Degree of Freedom. None of the Value Orientations have any Significant Difference based on Gender of the Physical Education Teachers.

Table 4: Comparison of Each Value Orientations Based on Qualification

	Levene's test for equality of variance		t	df	Sig (2 tail)
	F	sig			
Disciplinary Mastery	0.25	0.61	0.33	118	0.73
Learning Process	0.77	0.37	1.72	118	0.08
Self-Actualization	0.02	0.87	0.02	118	0.97
Ecological Integration	1.93	0.16	0.64	118	0.52
Social Reconstruction	0.23	0.63	1.72	118	0.08

*Significant at 0.05 level of significance

Table No.4 shows that the t value of Value Orientations; Disciplinary Mastery (0.73), Learning Process (0.608), Self-Actualization (0.97), Ecological Integration (0.52) and Social Construction (0.08) at 112 Degree of Freedom. None of the Value Orientations have any Significant Difference based on Gender of the Physical Education Teachers.

Discussion

Physical education teachers in North India have multiple prospects on their teaching goals and displayed significant value structures. They showed consistently a high or low priority for two or more value orientations (Behets, 2001) [2]. The teacher's rankings of value orientations in the physical education curriculum were as follows: disciplinary mastery was given the highest priority, followed by the learning process. Self-actualization and ecological integration were rated third and fourth in importance, while social reconstruction consistently received the lowest priority. These philosophical values directly reflect the beliefs of the teachers and highlight the strength and diversity of the physical education curriculum in southern states of India. It is evident that the majority of teachers place greater emphasis on the traditional teaching approach, which prioritizes physical aspects over holistic development. The value orientation associated with the complete development of the student, i.e., social reconstruction, is given less priority compared to other orientations. Previous studies, such as one conducted by Ennis in 1992, have mentioned that teachers who prioritize social reconstruction can face frustration due to time constraints

within a class period (Typically 45 minutes to 1 hour), which makes it challenging to impart all intended content effectively. This problem is also experienced by teachers in the southern states. Overall, the differing value orientations of teachers impact the way physical education is delivered and underscores the need for a comprehensive approach to cater to various educational philosophies and student development goals.

The hypothesis regarding the variable of years of experience having a significant difference in value orientation was not supported by the responses of the samples. This finding is consistent with many other studies that also found no significant differences in value orientations based on years of experience (Banville *et al.*, 2002; Behets & Vergauwen, 2004b; Curtner-Smith & Meek, 2000; Ennis & Chen, 1995; Ennis & Zhu, 1991) [1, 4, 7, 9, 10]. Regarding the influence of education qualification on value orientation, several studies have explored this relationship (Curtner-Smith *et al.*, 2018) [6]. Among them, two studies showed that teachers with a university degree tended to favor disciplinary mastery, while those without a university degree tended to prioritize social responsibility (Behets, 2001; Behets & Vergauwen, 2004a) [2, 3]. On the other hand, other studies conducted by (Capel, 2016; Geoffrey & Cutner-Smith, 2004) [5, 11] found results similar to the current study, indicating no significant difference in value orientations based on education qualification.

When analyzing the gender variable (male and female), significant differences were found in the ratings of two value orientations: the learning process and ecological integration. These results were in contrast to the findings of most previous studies that focused on the priority given to specific value orientations. (Banville *et al.*, 2002; Behets, 2001; Behets & Vergauwen, 2004; Curtner-Smith & Meek, 2000; Ennis & Chen, 1995; Sisman & Ok, 2012) [1, 2, 3, 7, 9, 15]. In one study of Taiwanese teachers, it was discovered that men tended to favor the disciplinary mastery and learning process perspectives, while women prioritized social responsibility. This study's results differed from the current study's findings regarding the specific value orientations associated with gender (Liu & Silverman, 2006) [13]. Similarly, another study involving male preservice teachers from Britain demonstrated that they placed a higher priority on the learning process compared to their female counterparts (Capel, 2016) [5].

It is reasonable to suggest that physical education teachers, throughout their school and college years, undergo different transformations in their beliefs. These transformations may influence them to seek a comprehensive approach to education, which they may not have experienced themselves during their own schooling. These beliefs and values not only shape their philosophical approach as teachers but also inspire them to make further modifications to benefit their students, providing them with opportunities they may not have had in the past. Ecological integration, though challenging to implement, demonstrates that teachers are on the right path towards achieving the goal of physical education, which is "wholesome development" of students. The "learning by doing" approach is another method commonly employed in teaching physical education in schools and colleges. This approach was evident in the study's results, indicating that the teachers' philosophies have evolved from traditional teaching methods, while still recognizing the importance of disciplinary mastery for students' physical health.

Conclusion

The importance of having diverse educational values among these teachers cannot be understated, as it plays a crucial role in comprehending the advancements and changes in current physical education programs. The traditional emphasis on health, fitness, and sport-specific skills instruction is gradually transitioning towards a greater recognition of the affective domain, highlighting the significance of emotional and social aspects in physical education. This evolution in values is significant for the improvement and development of physical education programs.

These discrepancies highlight the complexity of the relationship between gender and value orientations in the context of physical education. It indicates that different cultural and regional factors may influence how gender interacts with specific value orientations, leading to varying preferences and priorities among male and female teachers. Further research is necessary to better understand the underlying reasons for these differences and their implications for physical education curricula and teaching practices.

Overall, the study's findings highlight how teachers' beliefs and values play a crucial role in shaping their instructional approaches and lead them towards a more holistic and student-centric teaching style in the domain of physical education.

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