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Analysis of teaching effectiveness of physical education teachers: A comparative study

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Abstract

Purpose of the study was to compare the teaching effectiveness of four department teachers such as Physical Education, Mathematics, Science, and English. Descriptive research has been taken place in which 120 sample of teachers(30-30 each subject) were observed by the researcher personally and the data were collected with the tool named Teaching Effectiveness Observation Scale (TEOS) which has been developed by Madhu Gupta and Gunjan Verma. Descriptive as well as inferential statistics were used for statistical analysis. Significant results have been conducted which shows that the Physical Education teachers are having least Teaching effectiveness followed by English, Mathematics, and Science by which it could be concluded that P.E teachers are the real cause of student's growth, student's development, interest towards P.E profession, etc.

Keywords: Physical education, teaching effectiveness, department, profession

1. Introduction

Education is an important form of human capital that improves productivity, health and nutrition of the people of the country. Education is the corner stone of economic growth, and social development and a principal means of improving the welfare of individuals. Prominent education is the result of prominent and effective teachers. Effective teacher is the result of three components: ability, personality and knowledge (Anderson, 2004) [2]. Teacher effectiveness plays an important role in teaching –learning process. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them by making any subject interesting, by controlling the class and by being fair with the students while dealing with them. The importance of education in India is indeed rising with passing time. Though India has always been a great source of learning for many years, it still needs to improve not just on the quality of education but also on the number of people being educated. Today universities across the world are joining hands to open their branches in India. While Some of the country's top universities are IITs (Indian Institute of Technology), IISc (Indian Institute of Science), IIMs (Indian Institute of Management), AIIMS (All India Institute of Medical Science), ISI (Indian Statistical Institute), NITs (National Institute of Technology), BIT's (Birla Institute of Technology), TIFR (Tata Institute of Fundamental Research) and ISB (Indian School of Business) which are known for their quality education. But the question is, what about Physical Education? Physical education is considered to be a main branch in education taking its theories from the different sciences through the guided physical activity to prepare individuals in all levels and to enable them from adjusting with their daily life requirements, we all know it but why it isn't applicable in India yet. There are various questions regarding disliking Physical education by the students and by various studies it has been cleared that because of Physical Education teacher. Effective teacher especially in science make use of different type of technologies in his or her classroom(Aina, 2013a) [1]. There are many applications of technologies in teaching and learning depending on the knowledge of the user (Collis and Moonen in Nguyen, Williams and Nguyen, 2012). The use of technologies is an imperative for all effective teachers in schools today. Same as in physical education various teaching aids have been developed, various researches modified the teaching learning process but still the question remains that why Physical Education lacks behind?

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The first thing that is clear when you look across the various studies is the critical importance of strong verbal and communication skills. Harvard's Ronald F. Ferguson¹², for example, has looked closely at the relationship between student achievement and teacher performance on a basic literacy examination (the Texas Examination of Current Administrators and Teachers, which was administered to all teachers and administrators in Texas in 1986). Goldhaber and Brewer⁶ found a significant positive relationship between teachers' degrees and students' achievement in technical subjects. They concluded that "in mathematics and science, it is the teacher subject-specific knowledge that is the important factor in determining tenth-grade achievement." The data are less clear in English and social studies; in these subjects students taught by majors don't show consistently better scores than students taught by teachers who majored in something else. However, other evidence suggests that content is no less important in these two disciplines. For example, a recent study in Hawaii asked social studies teachers to rate their own level of understanding about various historical periods and teaching methods, then compared teacher expertise to student achievement. Not surprisingly, there was an almost perfect match: students performed best in the domains where teachers indicated the most expertise. Deep content knowledge could be the major task for physical education teachers because mostly they give more importance for practical knowledge. Furthermore, the P.E teacher should know various knowledge and experience regarding their psychomotor, cognitive and affective domain, because these three domains is the heart of children basic development (Rink, 2002; Gallahue & Donnell; Siedentop, 2007) ^[11, 5, 13].

1.2 Review of literature

Meqdad (2009) ^[8] examined the perceptions of physical education teachers of effective teaching concepts as perceived by supervisors. The findings showed that the teaching basics domain came in the first rank followed by teaching tasks domain and finally students' domain.

Aql (2011) ^[3] aimed to explore the effective teaching among English male and female teachers in Nablus governorate. The findings showed that the most fields practiced by teachers are classroom management, performance, educational ability while evaluation and professional development came in the last rank.

Parihar (2011) ^[10] viewed that effective teachers are the avenues of effective teaching who consistently achieve their goals that are either directly or indirectly related to student learning and the strategies adopted for achieving this purpose needs orientation and reorientation with changing needs and priorities in teacher education. Effective teachers are the most important factor contributing to student achievement. According to Clark (1993), Effective teachers can develop students' achievement by increasing students' knowledge. By this we can conclude that less students learning in Physical education might be the result of less effective physical education teachers and their less effective teaching leads to lack of interest towards Physical education Profession.

Hartherm (1996) ^[7] studied the effectiveness of teaching among physical education teachers. The findings showed that the factors related to teachers such as personal competence and the preparation programs quality compared to the factors related to the students like the family background and social backgrounds as well as the factors related to school played a role in this effectiveness.

1.3 Purpose of the study

Educational objectives can be achieved only when teachers are efficient in performing their job in a given class room or training situation manifesting their potentialities into realities. Physical Education profession should be on the top but just because of their expert's inabilities or can say inefficient professionals, the profession is lacking behind. Purpose of the study is to compare the teaching effectiveness between Physical Education teachers and other department teachers to reveal the status of Physical Education teachers in the society with other teachers. Gender also affects the quality of teaching which could be answered by this research. Study may also reveal the various points and areas where difference exists between different profession teachers.

2. Research questions

- 1) What is the difference of teaching effectiveness between Physical Education and different department teachers?
- 2) What is the quality and status of Physical education teachers?
- 3) Are teachers the real cause of downfall of Physical education profession?

3. Methods and materials

Descriptive survey research attempts to answer the questions about the current status of a phenomenon under study. Researcher surveyed various schools and obtained information with respect to teaching effectiveness of teachers of various departments. The descriptive survey method is used for the present study. Sample of 120 teachers were taken with the ratio of 30-30 each in four subjects i.e. Math, Science, English, and Physical Education from the secondary and senior secondary schools of Patiala. Researcher has personally collected the data by observation method after the permission from the higher authority of the school. Teaching Effectiveness Observation Scale (TEOS) tool has been adopted in the research which has been developed by Madhu Gupta and Gunjan Verma. This Likert scale designed to observe the teaching effectiveness of school teacher's teaching at secondary and senior secondary level. This scale comprises 56 positively stated items to five dimensions of teaching effectiveness i.e., (i) Planning of the lesson, (ii) Execution, (iii) Classroom Management, (iv) Professional and Personal Competence of Teacher and (v) Closing the Lesson. The reliability coefficient (r) of the Split-Half comes out to be 0.970 which is significant at 0.01 level whereas as the concurrent validity of this scale with two different external measures of teaching effectiveness viz. Scale Singh (1995) and Sharma and Singh (1999) was. 639 and. 733 respectively. Descriptive as well as inferential statistics were employed for the study.

Table 1: Distribution of teachers of various departments.

Department	Frequency	Percentage
English	30	25%
Mathematics	30	25%
Science	30	25%
Physical Education	30	25%

4. Results

Question 1 - What is the difference of teaching effectiveness between Physical Education and different department teachers?

Table 2: Analysis of Variance of teachers of four departments with respect to Teaching Effectiveness

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	16002.425	3	5334.142	7.873	.000
Within Groups	78593.167	116	677.527		
Total	94595.592	119			

*significant at 0.05 level F value at (3,116) DF and 0.05 level of significance= 2.63

Table 3: Least Significant Difference (Scheffe) Post Hoc Test for the differences of different department teachers with respect to teaching effectiveness

(I) VAR00006	(J) VAR00006	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Mathematics	English	9.70000	6.72075	.152	-3.6113	23.0113
	Phy Edu	17.50000*	6.72075	.010	4.1887	30.8113
	Science	-13.43333*	6.72075	.048	-26.7446	-.1220
English	Mathematics	-9.70000	6.72075	.152	-23.0113	3.6113
	Phy Edu	7.80000	6.72075	.248	-5.5113	21.1113
	Science	-23.13333*	6.72075	.001	-36.4446	-9.8220
Phy Edu	Mathematics	-17.50000*	6.72075	.010	-30.8113	-4.1887
	English	-7.80000	6.72075	.248	-21.1113	5.5113
	Science	-30.93333*	6.72075	.000	-44.2446	-17.6220
Science	Mathematics	13.43333*	6.72075	.048	.1220	26.7446
	English	23.13333*	6.72075	.001	9.8220	36.4446
	Phy Edu	30.93333*	6.72075	.000	17.6220	44.2446

*. The mean difference is significant at the 0.05 level.

From table 2 it could be seen that calculated value (7.83) is higher than tabulated value (2.63) which concludes that there is a significant difference between four department teachers’s teaching effectiveness. For further analysis post hoc test was adopted to answer the question which also showed that teachers of Science department are highly significant than

other departments following Math, English, and Physical Education.

Question 2- What is the quality and status of Physical education teachers?

Table 4: Descriptive statistics of different department teachers with respect to Teaching Effectiveness

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Math	30	196.8000	26.16183	4.77647	187.0310	206.5690
English	30	187.1000	24.94041	4.55348	177.7871	196.4129
Physical education	30	179.3000	24.15632	4.41032	170.2799	188.3201
Science	30	210.2333	28.63767	5.22850	199.5399	220.9268
Total	120	193.3583	28.19434	2.57378	188.2620	198.4547

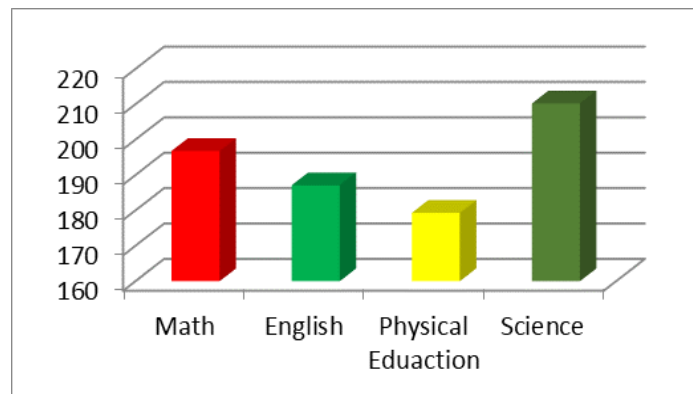


Fig 1: Graphical representation of means of teaching effectiveness of four department teachers

Table 4 states the mean and standard deviation of all the four department teachers as Math with 196.80, English with 187.10, Physical Education with 179.30, and Science with 210.23 which clearly shows Physical Education teachers have very less Teaching Effectiveness whereas Science teachers shows a high level of Teaching Effectiveness followed by Math and English. The answer to the second question is that Physical Education teacher possess a less quality of Teaching Effectiveness and the status is also less than other subjects in school.

Question 3- Are teachers the real cause of downfall of Physical education profession?

Various studies showed the relation of teacher effectiveness and teaching effectiveness with students learning. Teacher proficiency is directly related to the student’s growth and development and also the interest of the students towards P.E depend on the quality of teachers so as we can analyze from the data that low quality and proficiency of P.E teachers could be the real cause of Downfall of Physical education Profession.

5. Conclusion

In the end it can be concluded that quality and status of Physical Education profession depend upon the proficient, effective and efficient teachers and effective teaching leads to the well trained and skilled students. This change will definitely induce the interest among the students, and therefore the effects of a unique concept of physical education development would be better. To make Physical Education profession better teachers have to develop themselves. This would also have an impact on the harmonious growth and development of children and the remedying of the negative impact of the modern way of life.

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