

Exploring the experiences of PE teachers in teaching physical education: A qualitative inquiry

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Abstract

Physical education is essential for students and should not be taken lightly. It provides significant benefits not only to the body but also to social and mental health. The study's main objective was to investigate teachers' lived experiences in teaching physical education. The study used a phenomenological research design. The experiences of PE teachers include various emotions in teaching physical education, disobedient students, facilitator and demonstrator on delivering the lessons, and inadequate facilities and equipment.

Keywords: physical education, PE teachers, experiences

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1. Introduction

Schools are learning environments that can provide students with these attributes; however, the quality of the programs in schools will ensure that young people have the opportunity to become physically educated individuals (Lee, Burgeson, Fulton, & Spain, 2007). Many factors can influence the provision of a high-quality physical education curriculum, some of which can help or hinder delivery and participation. However, when teachers have negative attitudes toward PE and question its value for children, problems with the quality of PE teacher education may be exacerbated. When Hardman and Marshall (2001) summarized their findings on the global state and status of physical education, they concluded that major barriers to teaching PE (such as a lack of time and resources) resulted in PE lessons that resembled "supervised play" being taught on a limited basis. Similarly, DeCorby et al. (2005) discussed the negative consequences of a lack of teacher knowledge and training, such as informal and poorly structured ad hoc lessons.

Furthermore, continuing teacher education is critical for success when combined with infrastructure improvements. According to UNESCO, the effectiveness of teachers has a significant impact on children's learning. As a result, authorities must provide ongoing professional development to teachers in order to strengthen their knowledge base and inclusive practice. To implement a well-balanced PE curriculum that contributes to cross-curricular learning, is innovative, and allows all students to improve their diverse skills and develop positive lifelong health habits, teachers must be qualified. Physical education is essential for students and should not be taken lightly. It provides significant benefits not only to the body but also to social and mental health. However, as we have seen in the school, there are differences in program delivery that reflect the barriers that a school faces.

2. Objective and Method

The main purpose of the study was to explore the lived experiences of teachers in teaching physical education. The study used a phenomenological research design to investigate teachers' experiences in teaching physical education to their students. The research was qualitative in nature. This phenomenological study described the teachers' and students' lived experiences (Creswell, 2009). The phenomenon under investigation was focused on what common experiences the participants had encountered in the delivery of Physical Education programs.

2.1 Participants

This study's participants were PE teachers from private schools in Tagum City. Six teachers who teach Physical Education at the tertiary level were chosen as participants. This study's participants were chosen on purpose. Raagas (2010) proposed that the phenomenological study would use a purpose sampling of five to twenty individuals.

2.2 Data Analysis

Thematic analysis was used to analyze the data in this study. Thematic Analysis is a qualitative data analysis technique. It is usually used to describe a group of texts; such as interview transcripts. The researchers carefully examine the data to identify common themes - topics, ideas, and meaning patterns that appear repeatedly. This process was originally developed for psychology research by Virginia Braun and Victoria Clarke. However, thematic analysis is a versatile method that can be applied to a wide range of research.

3. Results and Discussion

Essential themes on the experiences of PE teachers in teaching physical education

Theme 1. Various Emotions in teaching PE

Various emotions and feelings arise in the delivery of Physical Education because some teachers find it very difficult, tough, exhausting, exciting, and even fun. These are their thoughts and feelings about delivering PE. This factor can sometimes influence their discussion or learning process.

“I find it very tiring and exhausting to deliver PE because I've been in the school teaching all day and in the evening teaching physical education as my part-time job, so it's very difficult for me and very tiring and exhausting. (Participant 005)

Teacher emotions have an impact on teacher-student relationships, which in turn has an impact on student motivation and learning. Strong positive or negative emotional states can also be contagious, infecting others in the learning environment.

Theme 2. Disobedient students

Some teachers complained about students' lack of discipline and collaboration. Some students arrive late, while others prefer to use their cellphones or lie down. These circumstances disrupt classes and impede the development of important lesson content in PE classes.

“Another problem I encountered while teaching physical education classes was students' lack of discipline. While I was demonstrating, some of them were not paying attention. While I was talking, some of them were chatting and talking. (Participant 006)

According to Garcia (1999), it has been a source of stress in educational interpersonal relationships between school community actors, and it goes beyond the behavioral issue, relating to the current historical context. It is expressed in various ways, is more creative than in the past, and has become a difficult issue for teachers to confront and resolve.

Theme 3. Facilitator and demonstrator on delivering the lessons

One of the issues that arose was the role in delivering PE and being a facilitator and demonstrator; because we are student-centered, we must ensure that students learn on their own but with the guidance of the teacher being a facilitator and demonstrator. Participant 001 stated that it is difficult to manage your discussion when you will only be facilitating them because there are a large number of students, and you must roam around to ensure that their actions and performance were correct or not. You won't be able to focus on your discussion if you have to teach and perform at the same time; you won't be able to balance the time because you have a limited amount of time.

“It is difficult to balance the time because you will be able to teach and demonstrate at the same time, and you will not be able to do both because there is not enough time, and my role as a teacher is not only to perform but also to teach the theories so that they will be able to understand the concept before going to the actual performance, which is what I really want to achieve.”

Theme 4. Inadequate facilities and equipment

Adequate facilities, equipment, and supplies, as well as their use, are critical components of any physical education and sports program. The level of success of most physical education and sports programs is heavily reliant on the availability, sufficiency, and utilization of modern facilities, equipment, and supplies.

“Teaching physical education with inadequate facilities and equipment has been one of my major challenges thus far in my teaching career. It is extremely difficult to impart knowledge when facilities and equipment are inadequate.” (Participant 003)

Sports facilities are important components of both direct and indirect elements in the learning environment. Furthermore, several studies have found a link between the physical environment and student academic performance.

4. Implication

Students' performance in Physical Education can be attributed to the teacher's use of various teaching strategies. Teachers in various schools pay little attention to the use of a variety of teaching strategies. Teaching and learning cannot take place in a vacuum, but rather in an environment that is conducive to learning. Physical education teachers educate children and adolescents on a variety of topics ranging from physical activity to nutrition. They are in charge of organizing activities and curriculum, as well as preparing and maintaining gym equipment. A solid background and communication skills are a must. Thus, teachers must understand the material they are teaching thoroughly, be able to innovate and explain it in great detail, and be able to teach it using various strategies to increase student interest and learning.

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