Physical Education

EVALUATING THE CURRICULAR DIMENSION OF TEACHER EDUCATION PROGRAMME OF PHYSICAL EDUCATION

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ABSTRACT This study was conducted to find the similarities and differences in the curricular processes of identified physical education teacher preparation programs of 3 institutions offering physical education at the post graduate level. The study was designed to assess the institutions on(eight) broad parameters: admission criteria, student support and progression, learning outcome, academic parameter, teaching assessment & evaluation, resources & infrastructure. The data was collected from the stake holders through a validated questionnaire, Physical Education Program Assessment Tool(PEPAT) which was administered to the students of three institutions in South India. Chi square was applied to get the results of the study.

The results were drawn parameter wise displaying commonalities and differences among the selected universities. Out of the seven parameters studied it is observed that the differences among the process of Reinforcement and weak spot of the Post graduate programme of different institution has been assessed which shows identified a gap in teacher education preparation in south India. It illustrate that there is an opportunity to learner but in limited scope. It was concluded that students demand some visible changes in the professional development, competencies & policies therein. Teacher education program in physical education is meeting the need of learner in a limited scope. The curriculum is not meeting the expectation level due to lack of resources in the institutions.

KEYWORDS : Assessment, Curriculum, Teacher Education Program, Evaluation, Physical Education

INTRODUCTION
Physical Education teacher education profession is getting the visibility across the nation with the need for qualified and competent professionals being higher. The first and foremost responsibility of a professional in Physical education & Sports is to present an image that reflect the purpose & goal of the discipline.(Sandhu,2000). Physical education teacher will need to cooperatively make curricular decision about the type of physical education their programme will deliver to the student to allow them to meet the standards & become physically educationist. (Lund & Tannehill 2005)

In various universities in India, the department of Physical Education is functioning in two ways. One is organising & conducting of the tournaments of all discipline of games & sports and second is delivering the teaching preparation program for physical education. The excellence of Physical education programme depends upon the constant assessment or reviewing the curriculum that is important to strengthen the curriculum policies or in order to improve the quality of teaching & learning as well.

Physical Education curriculum policies contribute to creating a foundation to support a lifetime of physical activity, health and well-being. However, there is a shortage of analysis on physical education policies. One US study found that less than a quarter of research on physical education focuses on curriculum (Kulinna, Scrabis-Fletcher, Kodish, Phillips & Silverman, 2009), therefore it is required to asses the curriculum in professional fields due to the constant changes in society.

The present paper is an attempt to analyze the student's responses on the basis of eight parameters of different colleges / institutions of post graduate physical education students. It may provide new dimensions of thoughts for physical education specialist & other stake holders, with the goal of developing physical education curriculum that meet the new challenges of the day to day changing professional develop ments & trends in the profession as well the spectrum of opportunities available for these professionals.

Objectives of the Study
The study was designed to analyze curricular dimensions on the basis of some identified parameters of different teacher education institutions of physical education at post graduate level in India. The researcher proposes to identify the curricular gaps based on the specified parameters. Further the result will be benchmarked on larger perspectives with international teaching learning strategies to equipped teachers of tomorrow to be futuristic teachers.It identifies different issues of teacher education program in different institution in southern regions of country. To derive the implication for overall improvement of teacher education Programme in India.

Methods
i) Research Methodology :
The present survey study is descriptive based on evaluation of curricular dimensions of teaching & learning of professional physical education students and their outcomes. This study uses primary data to assess teacher preparation program which have been collected from the student from three colleges in two different states at university level. It was conducted on three colleges / university /departments of physical education in India in the southern region.

ii) Population & sample:
The data was collected through multistage sampling from 75 students from three different colleges. 25 students were selected from each college of post graduate courses. Students were surveyed from identified colleges in south India. These colleges were Lakshmibai National College of Physical Education, Kariavattom, P.O,Thiruv anthapuram, and Kerala. Tamilnadu Physical Education& Sports University,Chennai,Tamilnadu.Y.M.C.A college of Physical Education, Chennai.

iii) Tools & Technique
The data were administered by a likert type scale developed by investigators. This scale consisted of item to assess identified parameter or sub parameter, admission, student support progression, learning outcomes, and academic parameter, teaching assessment & evaluation, resources& curriculum reviews. The scale also provides for making remarks about teacher preparation program at the post graduate level in southern India.

The validity & reliability had been ensured.
iv)Procedure of Data collection
Personal visit to the identified colleges were done and students of the physical education institutes were surveyed. The questionnaire was administered to the sampleto gather functional information related to the selected eight parameters by answering to the 52 items of the survey tool. The information was collected on 5 point Likert scale and the analysis of the score was done through non parametric statistical test, chi-square test of independence to test "Evaluating Curricular dimension of Teacher Education Programme of Physical Education."

Results and Findings
The study results are presented in the following table describing the

Chi Square Goodness of fit test.

Table No. 1: Chi Square Goodness of fit test							
	N	Minimum	Maximum	Mean	Std. Deviation	Chi Square	df
Admission	75	13.00	25.00	19.41	2.81	31.25*	12
Student Support and Progression	75	22.00	43.00	33.60	4.49	31.13*	19
Learning Outcome	75	15.00	24.00	19.40	2.24	17.93*	9
Academic	75	10.00	24.00	18.69	2.88	23.40*	11
Teaching	75	24.00	48.00	36.60	5.45	22.33	19
Resources	75	10.00	24.00	18.72	3.08	35.60*	11
Curricular	75	10.00	25.00	18.08	2.86	42*	12
*Significant at .05 level of Significance							

From table no 1 Chi-square of parameter admission 31.25 which is significant with df =12. It indicates that there is discrepancy between the observed and expected frequencies of admission related parameters.

$x2$ of student support related parameters 31.13 is significant with df =19. It indicates that there is discrepancy between the observed and expected frequencies of student support related parameters.

$x2$ of learning outcome 17.93 is significant with df =9. It indicates that there is discrepancy between the observed and expected frequencies of learning outcome related parameters.

$x2$ of academic parameters 23.40 is significant with df =11. It indicates that there is discrepancy between the observed and expected frequencies of academic related parameters.

$x2$ of resources parameters 35.60 is significant with df =11. It indicates that there is discrepancy between the observed and expected frequencies of resources related parameters

$x2$ of curricular parameters 42.00 is significant with df =12. It indicates that there is discrepancy between the observed and expected frequencies of curricular parameters.

$x2$ of teaching related parameters 22.33 is not significant at .05 level of significance with df =19. It indicates that there is no discrepancy between the observed and expected frequencies of teaching related parameters. Therefore it can be concluded that universities in the southern India do have differences in   aspects whereas there is no difference with respect to teaching criteria, which could be related to the similarity in the curriculum, teaching pattern, preparedness similarity of the faculty, etc.

Conclusion:
1) It was concluded   that there is an opportunity to learner but in limited scope.
2) It was concluded that students demand some visible changes in the professional development, competencies & policies therein.
3) It was concluded that Teacher education program in physical education is meeting the need of learner in a limited scope.
4) It was concluded that curriculum is not meeting the expectation level due to lack of resources in the institutions.
5) It was concluded that teacher preparation program at the post graduate level in southern India have differences in respect to six variable admission, student support progression, learning outcomes, and academic parameter, resources& curriculum reviews except teaching assessment & evaluation.
6) It was concluded that Teacher Preparation Program me at the Post graduate level in southern India have no difference in respect to variable Teaching assessment & evaluation, whereas all three institution has similar approach towards the delivery pattern of teaching & faculty.