

## **The Implementation of Physical Education Activities at the Secondary Level in Thaton Township**

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### **Abstract**

The main purpose of this study is to investigate the implementation of physical education activities at the secondary level in Thaton Township, Mon State. Especially, this study aims to investigate the perception of the teachers and students on the physical education activities, and to investigate the teachers' implementation of the physical education activities. A descriptive research design was used for this study. Twelve high schools were selected from Thaton Township. The participants in this study included 60 teachers, 12 physical education specialized teachers and 48 non-physical education specialized teachers who teach physical education in schools and (300) lower secondary students. As the research instruments, the guideline of National Association for Sports and Physical Education (NASPE) (2011) and the Secondary Physical Education Curriculum of Myanmar were used. To obtain the reliability of these instruments, a pilot test was administered. The internal consistency (Cronbach's Alpha) of the perception of teachers on physical education was (.902), perception of the students on physical education activities was (.712), teachers' implementation on physical education activities was (.943) and students' perception on teacher' implementation of physical activities was (.906). In order to address the research questions, a descriptive statistics, Independent Samples *t* Test and One-Way ANOVA were used. According to the scoring direction, perception of the teachers and students on implementation of physical education activities was remarked as "agree". The teachers' implementation of physical education activities in the selected schools were measured as "often". According to the result, students' perception on teachers' implementation of physical education activities was grouped as "sometimes" in selected schools. Therefore, most of the teachers often implemented the physical education activities in their schools.

**Key words:** Implementation, Physical Education, Physical Activity, Attitude, Perception

### **Introduction**

Education is a basic human right and a significant factor in the development of children, communities, and countries. It helps people to do their daily life activities in the best possible ways and to acquire new skills and knowledge that will impact the development in life. A good education makes an individual develop physically, mentally, personally, socially, emotionally as well as economically. Physical education is an integral part of the total education process. It refers to the process of education which is concerned with activity for the development and maintenance of human body. Moreover, physical education plays a vital role in the daily life. The lack of understanding of fundamental physical movements can result in an inability to take numerous activities such as running, swimming, throwing, climbing, cycling, sprinting, and other important science sports. Therefore, it is necessary for everyone to have a good foundation of physical education to lead his daily life activities properly.

### **Purposes of the Research**

This study is aimed:

1. To investigate the teachers' perception of the implementation of the physical education activities in school

2. To investigate the students' perception of the implementation of physical education activities in school and
3. To investigate the implementation of the physical education activities by the physical education specialized teachers and non-physical education specialized teachers who teach physical education in school

### **Research Questions**

1. What are the teachers' perceptive levels on the understanding of the physical education activities?
2. To what extent do the students perceive on teachers' implementation of the physical education activities?
3. To what extent do the physical education specialized teachers and non-physical education specialized teachers perform physical education activities?

### **Theoretical Framework**

The National Association for Sport and Physical Education (NASPE) believes that every child in the world deserves a quality physical education and needs physical activity, whether activity occurs within a formal program, or is outside the classroom at recess, through intramurals or in recreational play. Physical education is based on a sequence of learning. These formalized courses are taught by professionals and focus on the skills and knowledge needed to do on physical activities such as running, dancing and other movements but physical education also includes health, nutrition, social responsibility and the value of fitness throughout one's life. Teachers should consider the following factors to implement the quality physical education program.

### **Critical Elements of a Quality Physical Education Program**

1. Physical education is delivered by certified/licensed physical education specialized teachers.
2. Adequate time (i.e., 150 minutes per week for elementary school students; 225 minutes per week for middle and high school students) is provided for physical education at every grade.
3. All states and divisions develop standards for student learning in physical education reflective of the National Standards for Physical Education.
4. All states and divisions set minimum standards for student achievement in physical education.
5. Successfully meeting minimum standards in physical education is a requirement after high school.

### **Physical Activity Guidelines for Children and Adolescents**

- Children and adolescents should engage in 60 minutes (1 hour) or more of physical activity daily.
- Aerobic: Most of the 60 or more minutes a day should be either moderate or vigorous intensity aerobic physical activity, and should include vigorous intensity physical activity at least 3 days of the week.

- Muscle-strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical at least 3 days of the week.
- Bone-strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical at least 3 days of the week.
- It is important to encourage young people to participate in different physical activities which are appropriate for their ages and are enjoyable.

In support of these guidelines, NASPE recommends that schools provide 150 minutes per week of instructional physical education for elementary school children and 225 minutes per week for middle and high school students throughout the year.

### **Recommendation for Action**

NASPE knows that physically active and healthy children learn better. School-age children need to do at least 60 minutes of moderate to vigorous physical activity everyday. To achieve that level of activity, NASPE recommends that schools across the country make physical education and cornerstone of a comprehensive school physical activity program that also include health education, elementary school recess, after-school physical activity clubs and intramurals, high school interscholastic athletics, walk/bike to school programs and staff wellness programs.

Physical education is a planned instructional program with specific objectives. An essential part of the total curriculum, physical education programs increase the physical competence, health related fitness, self-responsibility and enjoyment of physical activity so that students can establish physical activity as a natural part of everyday life.

For primary and middle school students, recess provides an opportunity for needed physical activity. Children learn how to make decision, cooperate, complete constructively, assume leader/follower roles and resolve conflicts by interacting in play. Play is an essential element of children's physical and social development.

NASPE recommends that schools and communities work together to offer a variety of physical activities as part of before and after school child care and recreation programs. Child care providers, recreation staff and coaches need training to provide developmentally appropriate, safe and enjoyable activities.

Parents need to be proactive and effective advocates for quality physical education and school physical activity programs, and communities need to develop and promote the use of safe, well-maintained and close to home sidewalks, bike paths, trails and facilities for physical activity and sport participation. Most of all, parents and other adults role models need to set a good example by being active themselves.

Therefore, physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

In implementing the physical activity, there are four essential elements of quality physical education:

### **1. Opportunity to Learn**

- Instructional periods totaling 150 minutes per week for elementary and 225 minutes per week for middle and high school.
- Qualified physical education specialized teachers providing a developmentally appropriate program.
- Teacher/student ratio in physical education being no greater than 1:25 (elementary) and 1:30 (middle and high school) for optimal instruction.
- Adequate equipment and facilities for all students to be active at the same time.

### **2. Appropriate Instruction**

- Use of instructional strategies that provide meaningful inclusion of all students regardless of skill or fitness level, gender, race or ethnic group
- Maximum participation and ample practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice of learned skills
- Appropriate discipline and class management (physical activity should never be used as punishment)
- Use of regular assessment to monitor and reinforce student learning.

### **3. Meaning Content**

- Instruction in a variety of motor skills that is designed to enhance the physical, mental and social/emotional development of every child.
- To help children to understand fitness education and assessment, improve and/or maintain their physical well-being.
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve emerging social and cooperative skills through physical activity and gain a multicultural perspective
- Promotion of recommended amounts of physical activity now and throughout life

### **4. Student and Program Assessment**

- Assessment is an ongoing, vital part of the physical education program
- Formative and summative assessment of student progress
- Student assessments align with national physical education standards and the written physical education curriculum
- Assessment of program elements that support quality physical education
- Stakeholders periodically evaluate the total physical education program effectiveness

### **Definitions of Key Terms**

**Implementation:** Implementation is generally defined as a specified set of planned and intentional activities designed to integrate evidence-based practices into real-world settings (Mitchell, 2011).

**Physical Education:** Physical education is defined as a process of learning through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, sportsmanship, and emotional intelligence (Diposkan oleh Priant Thoro, 2011).

**Physical Activity:** Physical activity is defined as any bodily movement produced by skeletal muscles that require energy expenditure (World Health Organization, 2017).

**Attitude:** An attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behavior. While attitudes are enduring, they can also change (Kendra Cherry, 2017).

**Perception:** Everyday different stimuli around us will be stimulating our sense organs. Many of these stimuli are received by our sense organs and are converted into sensations. These sensations are transmitted to the concerned parts of brain. In turn the brain will interpret these sensations. The process of interpretation of stimulus is known as perception (Aman Sharma, 2017).

### **Research Method**

Both quantitative and qualitative research methods were used in this study.

#### **(i) Sample**

In this study, simple random sampling method was used. There are (12) Basic Education High Schools in Thaton Township, Mon State. Twelve Basic Education High Schools were selected as the target population sample by simple random sampling method. Three hundred students and sixty teachers including twelve physical education specialized teachers and forty-eight non-physical education specialized teachers from the selected schools participated to answer the questionnaire. They responded well in the research.

#### **(ii) Instruments**

The questionnaire was developed by the use of Guideline of the National Association for Sport and Physical Education (NASPE) based on Secondary Physical Education Curriculum of Myanmar (2000), other research and review of related literature. The data collection in this research also included a short demographic data sheet survey which requested demographic information about the participants. The questionnaire includes 39 items about teachers' perceptions of physical education activities and 40 items about the implementation of physical education activities at secondary schools. The students' perceptions of implementation on physical education activities consisted of totally 28 items. The questionnaire included 38 items about the students' perceptions on teachers' implementation of physical education activities for the students.

The subjects were requested to respond these items through the use of five point Likert scales (1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly agree) for the perceptions and other five point Likert scales (1 = never, 2 = seldom, 3 = sometimes, 4 = often, 5 = always) was used for the implementation. Open-ended question for teachers' implementation of physical education activities were part of survey instrument in this study as a qualitative methodology.

### **(iii) Procedures**

Firstly, the relevant literature concerning the research was explored. An instrument was modified by the use of Guideline of National Association for Sport and Education (NASPE) based on the Secondary Physical Education Curriculum of Myanmar to collect the required data. Expert validity of the questionnaire for implementation of physical education activities was obtained from nine experienced educators from Yangon University of Education. After that, the necessary corrections were made under the guidance of the supervisor by using the suggestions of experienced teachers. And the questionnaires were distributed to the 40 students and 30 teachers from the Basic Education High School, Thuwana, Thingangyun Township for a pilot study. The pilot study was conducted to determine the internal consistency, the validity, the reliability and the clarity of the items of questionnaires.

In February 2018, the revised questionnaires were distributed to 300 students and 60 teachers in the Basic Education High Schools of Thaton Township, Mon State. The questionnaires were recollected with the help of the respective physical education specialized teachers. The respondent rate was 100%. All works were smoothly finished through the help of Township Education Officer and the School Principals.

### **(iv) Data Analysis**

The collected data were systematically analyzed by using the Statistical Package for the Social Sciences (SPSS) software version 23 as it is widely used in quantitative research. The descriptive statistics, Independent Samples *t* Test and One-Way ANOVA were conducted to analyze the data. The descriptive statistics were used to tabulate percentage, mean and standard deviation of each variable. The Independent Sample *t* Test was used to compare mean values and find out whether there are any significant differences between teachers' and students' perception on physical education activities in terms of personal factors. One-Way ANOVA was used to obtain more detail information in the difference among groups and to analyze whether there were significant differences in teachers' and students' perception and implementation about physical education activities grouped by their personal factors.

## **Findings**

Table 1 shows that the mean values of teachers' perception of preparing of physical activities lessons, teaching of physical activities, recording and assessing of students' physical activities and holding the competitions of interschool and intra-schools were 4.2, 4.2, 4.6 and 4.2 respectively. The highest mean value of teachers' perception of recording and assessing of the students' physical activities was 4.6. The overall mean value of teachers' perception of physical education activities was 4.2.

**Table 1. Mean Values and Standard Deviations of Teachers’ Perceptions of Physical Education Activities at Secondary Level (N=60)**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	4.2	0.39	Agree
2	Teaching	4.2	0.37	Agree
3	Recording and Assessing	4.6	0.50	Strongly Agree
4	Holding the Competitions	4.2	0.53	Agree
	<b>Overall</b>	<b>4.2</b>	<b>0.32</b>	<b>Agree</b>

**1.00-1.49 = Strongly disagree, 2.50-3.49 = Undecided, 4.50-5.00 = Strongly agree**  
**1.50-2.49 = Disagree, 3.50 – 4.49 = Agree**

Table 2 shows the overall mean value for frequencies of the implementation of physical education activities in the selected schools was (3.7). In this study, holding the competition of interschool and intra-schools was the highest (mean = 3.9). The mean value for recording and assessing of the students’ physical activities was the lowest (mean = 3.3). According to the findings, it was found that the implementations of physical education activities were often implemented in the selected schools.

**Table 2. Mean Values and Standard Deviations of Teachers’ Implementation of Physical Education Activities in Secondary Level (N=60)**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	3.7	0.63	Often
2	Teaching	3.8	0.66	Often
3	Recording and Assessing	3.3	0.77	Sometimes
4	Holding the Competitions	3.9	0.81	Often
	<b>Overall</b>	<b>3.7</b>	<b>0.59</b>	<b>Often</b>

**1.00-1.49 = never, 2.50-3.49 = sometimes, 4.50-5.00 = always**  
**1.50-2.49 = seldom, 3.50-4.49 = often**

Table 3 shows the mean values for perception of physical education activities by physical education specialized teachers and non-physical education specialized teachers were 4.2 and 4.1 respectively. The overall mean value of physical education specialized teachers’ perception and non-physical education specialized teachers’ perception of physical education activities are the same level which can be remarked as “agree”.

**Table 3. Mean Values and Standard Deviations of Physical Education Specialized Teachers’ Perception and Non-Physical Education Specialized Teachers’ Perception of Physical Education Activities in Secondary Level (N=60)**

Teachers	Variables	Mean	Std. Deviation	Remark
<b>Physical Education Specialized Teachers’ Perception (N=12)</b>	Preparation	4.2	0.36	Agree
	Teaching	4.2	0.35	Agree
	Recording and Assessing	4.7	0.45	Strongly agree
	Holding the Competitions	4.4	0.45	Agree
	<b>Overall</b>	<b>4.2</b>	<b>0.31</b>	<b>Agree</b>
<b>Non-Physical Education Specialized Teachers’ Perception (N=48)</b>	Preparation	4.2	0.42	Agree
	Teaching	4.1	0.39	Agree
	Recording and Assessing	4.6	0.55	Strongly agree
	Holding the Competitions	4.1	0.57	Agree
	<b>Overall</b>	<b>4.1</b>	<b>0.33</b>	<b>Agree</b>

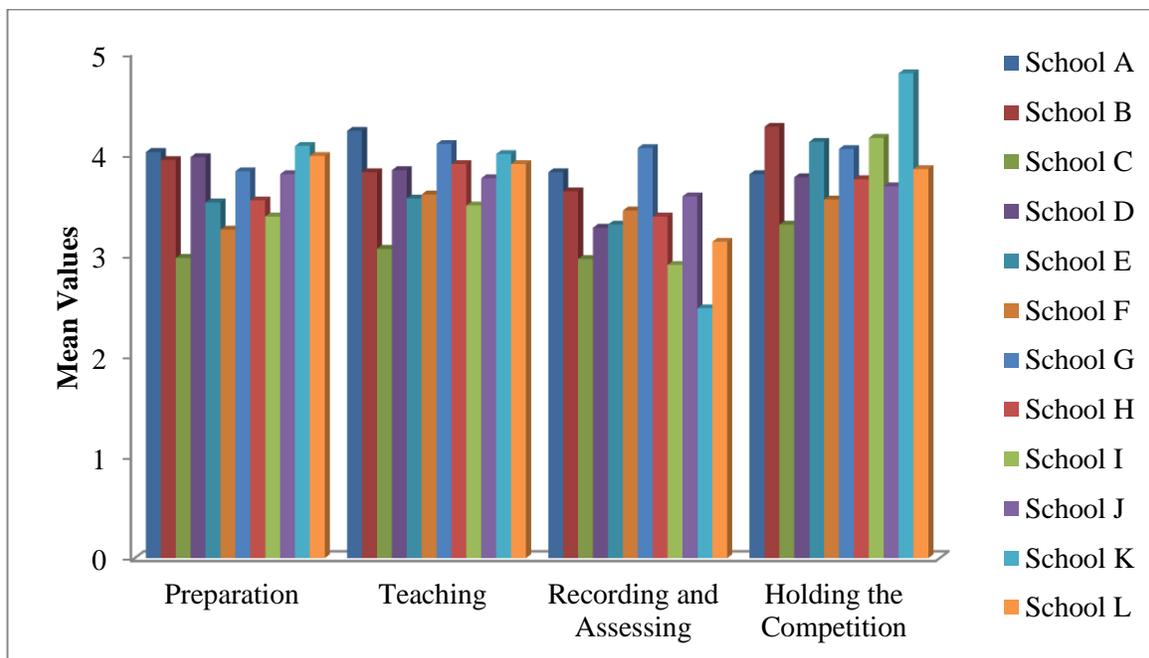
One-Way ANOVA results showed that for the whole scales, there were statistically significant differences among three groups Group A (1-10 years of services), Group B (11-20 years of services), and Group C (21-30 years of service) in holding the competition ( $df= 3, F = 0.613, p<.01$ )

**Table 4. One-Way ANOVA Results of Teachers’ Perception of the Implementation of Physical Education Activities grouped by their Service (N=60)**

Dependent Variables	Service	Sum of Squares	df	Mean Square	F	P
Preparation	Between Groups	0.135	2	0.067	.441	.646
	Within Groups	8.852	58	0.153		
	Total	8.987	60			
Teaching	Between Groups	0.008	2	0.004	.027	.974
	Within Groups	8.260	58	0.142		
	Total	8.268	60			
Recording and Assessing	Between Groups	0.290	2	0.145	.559	.575
	Within Groups	15.038	58	0.259		
	Total	15.328	60			
Holding the Competition	Between Groups	2.491	2	1.245	5.052	.009*
	Within Groups	14.296	58	0.246		
	Total	16.787	60			
<b>Total</b>	<b>Between Groups</b>	<b>0.131</b>	<b>2</b>	<b>0.066</b>	<b>.613</b>	<b>.545</b>
	<b>Within Groups</b>	<b>6.204</b>	<b>58</b>	<b>0.107</b>		
	<b>Total</b>	<b>6.335</b>	<b>60</b>			

**ns=not significant, Note : \* The mean difference is significant at the 0.05 level.**

According to the findings, it could be said that the physical education specialized teachers and non-physical education specialized teachers often implemented the physical education activities in their schools. According to figure 1, the overall mean values of the implementation of physical education activities in all dimensions of physical activities in the selected high schools in Thaton Township were 4.03, 3.88, 3.04, 3.76, 3.57, 3.46, 3.67, 4.01, 3.43, 3.73, 3.82 and 3.76.



**Figure 1. Comparison of Mean Values of the Implementation of Physical Education Activities**

**Table 6. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School A**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	4.02	0.39	Often
2	Teaching	4.23	0.40	Often
3	Recording and Assessing	3.82	0.66	Often
4	Holding the Competitions	3.80	0.61	Often
	<b>Overall</b>	<b>4.03</b>	<b>0.44</b>	<b>Often</b>

1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always  
 1.50-2.49 = seldom,                      3.50-4.49 = often

According to table 6, teaching of physical education activities was the highest (mean = 4.23) and holding the competitions of interschool and intra-schools activities was the lowest (mean = 3.8). The overall mean value of the implementation of the physical education specialized teacher and non-physical education specialized teachers was 4.03. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School A often implemented the physical education activities.

**Table 7. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School B**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	3.94	0.51	Often
2	Teaching	3.82	0.63	Often
3	Recording and Assessing	3.63	0.86	Often
4	Holding the Competitions	4.27	0.90	Often
	<b>Overall</b>	<b>3.88</b>	<b>0.53</b>	<b>Often</b>

**1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always**  
**1.50-2.49 = seldom,                      3.50-4.49 = often**

According to table 7, holding the competitions of interschool and intra-schools activities was the highest (mean = 4.27) and recording and assessing of the students activities was the lowest (mean = 3.63).The overall mean value of the implementation of the physical education specialized teacher and non-physical education specialized teachers was 3.88. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School B often implemented the physical education activities.

**Table 8. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School C**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	2.97	0.54	Sometimes
2	Teaching	3.06	0.96	Sometimes
3	Recording and Assessing	2.96	0.60	Sometimes
4	Holding the Competitions	3.30	0.84	Sometimes
	<b>Overall</b>	<b>3.04</b>	<b>0.67</b>	<b>Sometimes</b>

**1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always**  
**1.50-2.49 = seldom,                      3.50-4.49 = often**

According to table 8, holding the competitions of interschool and intra-schools activities was the highest (mean = 3.30) and recording and assessing of the students activities was the lowest (mean = 2.96). The overall mean value of the implementation of the physical education

specialized teacher and non-physical education specialized teachers was 3.04. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School C sometimes implemented the physical education activities.

**Table 9. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School D**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	3.97	0.71	Often
2	Teaching	3.84	0.70	Often
3	Recording and Assessing	3.27	0.91	Sometimes
4	Holding the Competitions	3.77	1.031	Often
	<b>Overall</b>	<b>3.76</b>	<b>0.76</b>	<b>Often</b>

**1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always**  
**1.50-2.49 = seldom,                      3.50-4.49 = often**

According to table 9, preparation of physical education activities lessons was the highest (mean = 3.97) and recording and assessing of the students activities was the lowest (mean = 3.27). The overall mean value of the implementation of the physical education specialized teacher and non-physical education specialized teachers was 3.76. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School D often implemented the physical education activities.

**Table 10. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School E**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	3.52	0.52	Often
2	Teaching	3.56	0.61	Often
3	Recording and Assessing	3.30	0.67	sometimes
4	Holding the Competitions	4.12	1.035	Often
	<b>Overall</b>	<b>3.57</b>	<b>0.55</b>	<b>Often</b>

**1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always**  
**1.50-2.49 = seldom,                      3.50-4.49 = often**

According to table 10, holding the competitions of interschool and intra-schools activities was the highest (mean = 4.12) and recording and assessing of the students activities was the lowest (mean = 3.30). The overall mean value of the implementation of the physical education specialized teacher and non-physical education specialized teachers was 3.57. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School D often implemented the physical education activities.

**Table 11. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School F**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	3.25	0.52	Sometimes
2	Teaching	3.60	0.61	Often
3	Recording and Assessing	3.44	0.67	sometimes
4	Holding the Competitions	3.55	1.035	Often
	<b>Overall</b>	<b>3.46</b>	<b>0.55</b>	sometimes

**1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always**  
**1.50-2.49 = seldom,                      3.50-4.49 = often**

According to table 11, teaching the physical education activities was the highest (mean = 3.60) and preparation of physical education activities lessons was the lowest (mean = 3.25). The overall mean value of the implementation of the physical education specialized teacher and non-physical education specialized teachers was 3.46. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School F sometimes implemented the physical education activities.

**Table 12. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School F**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	3.25	0.52	Sometimes
2	Teaching	3.60	0.61	Often
3	Recording and Assessing	3.44	0.67	Sometimes
4	Holding the Competitions	3.55	1.035	Often
	<b>Overall</b>	<b>3.46</b>	<b>0.55</b>	sometimes

**1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always**  
**1.50-2.49 = seldom,                      3.50-4.49 = often**

According to table 12, teaching the physical education activities was the highest (mean = 3.60) and preparation of physical education activities lessons was the lowest (mean = 3.25). The overall mean value of the implementation of the physical education specialized teacher and non-physical education specialized teachers was 3.46. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School F sometimes implemented the physical education activities.

**Table 13. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School G**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	3.83	0.52	Often
2	Teaching	4.10	0.56	Often
3	Recording and Assessing	4.06	0.16	Often
4	Holding the Competitions	4.05	0.64	Often
	<b>Overall</b>	<b>4.01</b>	<b>0.30</b>	<b>Often</b>

**1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always**  
**1.50-2.49 = seldom,                      3.50-4.49 = often**

According to table 13, teaching the physical education activities was the highest (mean = 4.10) and preparation of physical education activities lessons was the lowest (mean = 3.83). The overall mean value of the implementation of the physical education specialized teacher and non-physical education specialized teachers was 4.01. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School G often implemented the physical education activities.

**Table 14. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School H**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	3.54	0.63	Often
2	Teaching	3.90	0.75	Often
3	Recording and Assessing	3.38	0.91	Sometimes
4	Holding the Competitions	3.75	0.71	Often
	<b>Overall</b>	<b>3.67</b>	<b>0.73</b>	<b>Often</b>

**1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always**  
**1.50-2.49 = seldom,                      3.50-4.49 = often**

According to table 14, teaching the physical education activities was the highest (mean = 3.90) and recording and assessing of the students physical education activities was the lowest (mean = 3.38). The overall mean value of the implementation of the physical education specialized teacher and non-physical education specialized teachers was 3.67. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School H often implemented the physical education activities.

**Table 15. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School I**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	3.38	0.55	Sometimes
2	Teaching	3.49	0.52	Sometimes
3	Recording and Assessing	2.90	0.81	Sometimes
4	Holding the Competitions	4.16	0.60	Often
	<b>Overall</b>	<b>3.43</b>	<b>0.73</b>	<b>sometimes</b>

**1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always**  
**1.50-2.49 = seldom,                      3.50-4.49 = often**

According to table 15, holding the competition interschool and intra-schools was the highest (mean = 4.16) and recording and assessing of the students physical education activities was the lowest (mean = 2.90). The overall mean value of the implementation of the physical education specialized teacher and non-physical education specialized teachers was 3.43. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School I sometimes implemented the physical education activities.

**Table 16. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School J**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	3.80	0.76	Often
2	Teaching	3.76	0.60	Often
3	Recording and Assessing	3.58	0.79	Often
4	Holding the Competitions	3.68	0.46	Often
	<b>Overall</b>	<b>3.73</b>	<b>0.64</b>	<b>Often</b>

**1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always**  
**1.50-2.49 = seldom,                      3.50-4.49 = often**

According to table 16, preparation of the physical education activities lessons was the highest (mean = 3.80) and recording and assessing of the students physical education activities was the lowest (mean = 3.58). The overall mean value of the implementation of the physical education specialized teacher and non-physical education specialized teachers was 3.73. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School J often implemented the physical education activities.

**Table 17. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School K**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	4.08	0.34	Often
2	Teaching	4.00	0.62	Often
3	Recording and Assessing	2.47	0.25	sometimes
4	Holding the Competitions	4.80	0.40	Often
	<b>Overall</b>	<b>3.82</b>	<b>0.63</b>	<b>Often</b>

**1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always**  
**1.50-2.49 = seldom,                      3.50-4.49 = often**

According to table 17, holding the competition of interschool and intra-schools activities was the highest (mean = 4.80) and recording and assessing of the students physical education activities was the lowest (mean = 2.47). The overall mean value of the implementation of the physical education specialized teacher and non-physical education specialized teachers was 3.82. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School K often implemented the physical education activities.

**Table 18. Mean Values and Standard Deviations of the Implementation of Physical Education Activities by Physical Education Specialized Teacher and Non-Physical Education Specialized Teachers in School L**

No.	Variables	Mean	Std. Deviation	Remark
1	Preparation	3.98	0.62	Often
2	Teaching	3.90	0.50	Often
3	Recording and Assessing	3.13	1.036	sometimes
4	Holding the Competitions	3.85	1.012	Often
	<b>Overall</b>	<b>3.76</b>	<b>0.57</b>	<b>Often</b>

**1.00-1.49 = never,                      2.50-3.49 = sometimes,                      4.50-5.00 = always**  
**1.50-2.49 = seldom,                      3.50-4.49 = often**

According to table 18, preparation of the physical education activities lessons was the highest (mean = 3.98) and recording and assessing of the students physical education activities was the lowest (mean = 3.13). The overall mean value of the implementation of the physical education specialized teacher and non-physical education specialized teachers was 3.76. Thus, it could be said that the physical education specialized teacher and non-physical education specialized teachers in School L often implemented the physical education activities.

**Table 19. Mean Values and Standard Deviation of the Students' Perception on Teachers' Implementation of Physical Education Activities in Secondary Level at the Selected School by Gender (N=300)**

Students	Variables	Mean	Std. Deviation	Remark
<b>Boys (N = 150)</b>	Preparation	3.2	0.63	Sometimes
	Teaching	3.1	0.70	Sometimes
	Recording and Assessing	3.0	0.85	Sometimes
	Holding the Competitions	3.3	0.76	Sometimes
	<b>Total</b>	<b>3.2</b>	<b>0.58</b>	<b>Sometimes</b>
<b>Girls (N = 150)</b>	Preparation	3.3	0.67	Sometimes
	Teaching	3.4	0.65	Sometimes
	Recording and Assessing	3.4	0.73	Sometimes
	Holding the Competitions	3.7	0.79	Often
	<b>Total</b>	<b>3.4</b>	<b>0.58</b>	<b>Sometimes</b>

**1.00-1.49 = never,**                      **2.50-3.49 = sometimes,**                      **4.50-5.00 = always**  
**1.50-2.49 = seldom,**                      **3.50-4.49 = often**

According to Table 19, the mean values of students' perception (boys and girls) on teachers' implementation of physical education activities were 3.2 and 3.4 respectively. The mean score of girls were high. The overall mean score of students (boys and girls) perception on teachers' implementation of physical education activities was 3.3. According to finding, the students' perception on teachers' implementation of physical education activities were the same level in the selected schools.

Teachers' responses of open ended questions were presented as qualitative findings. The responses were classified as three groups according to the students achievement. They are as follow:

**(1) Describe and discuss the difficulties to implement the physical education activities in your schools?**

Physical education specialized teachers said that there were many difficulties in implementing physical education activities.

- Although there were two teaching periods for physical education activities in a week, teacher could not implement the activities due to a large number of students.
- Teaching period for physical education has been replaced by other subjects.
- The environment was not safe enough to perform physical activities.
- There was neither stadium and sport building nor teaching materials to practice physical education activities.
- Fund could not be provided enough to hold the competitions.

- Both students and parents were found passive participants in physical education activities.

**(2) Describe and discuss the physical fitness test of the students are perform or not. If perform, describe the difficulties to implement the testing.**

Physical education specialized teachers said that there were no physical fitness tests because they had to deal with a large number of students.

- There were different physical fitness tests as there were significant differences between age and body movement.
- There were no equipment and materials, regular records and enough time to test physical fitness.

**(3) Describe and discuss whether the amount of teaching aids in teaching the physical education activities enough or not.**

Physical education specialized teachers said that there were no enough teaching materials for teaching physical education activities.

- Although there were some materials provided by the government, there is not enough for all students.
- There were few opportunities to use good quality teaching materials.
- As there was no stadium, teaching physical education activities was not convenient for both teachers and students.

## **Conclusion**

### **Conclusion and Discussion**

The primary purpose of this research is to investigate the implementation of physical education activities in secondary level at Basic Education High Schools, Thaton Township, Mon State. The questionnaire survey and open-ended questions were conducted to obtain necessary information. A total of 60 teachers including physical education specialized teachers and non-physical education specialized teachers from the selected 12 Basic Education High Schools were used as samples of this study. The respondent rate was 100%. Statistical Package for the Social Science (SPSS) version 23 and descriptive statistics were used for analyzing data. Based on the findings of the study, the conclusion can be drawn as follows.

According to the results, the overall mean value for teachers' perception of physical education activities at secondary level in the selected schools was 4.2. Thus, it could be found that teachers' perception of physical education activities was remarked as "agree".

According to results, the overall mean value for physical education specialized teachers' perception on physical education activities was 4.2 and perception of the non-physical education specialized teachers was 4.1. Thus, it could be found that those physical education specialized teachers' perception and perception of the non-physical education specialized teachers was remarked as "agree".

To reveal the significant differences in physical education specialized teachers' perception and perception of the other teachers who are interested in physical education, *t*-Test

was used and the result was found that there is no significant difference by their physical education training.

To find out the significant difference in different service level, One-Way analysis of variance (ANOVA) was used. The result explored that there was significant difference among three groups Group A (1-10 years of services), Group B (11-20 years of services), and Group C (21-30 years of service) in holding the competition ( $df = 3$ ,  $F = .613$ ,  $p < .01$ ). Group C was significantly different from Group A in Holding the Competition interschool and intra-schools sports activities.

The total mean value of the implementation of the physical education specialized teachers and other teachers who are interested in physical education (preparation, teaching, recording and assessing, and holding the competition) based on schools was 3.7. Thus, it could be found that teachers' implementation of physical education in secondary level at selected schools was measured as "often".

According to the findings, it could be said that the physical education specialized teachers and non-physical education specialized teachers often implemented the physical education activities in their schools. The overall mean values of the implementation of physical education activities in all dimensions of physical activities in the selected high schools in Thaton Township were 4.03, 3.88, 3.04, 3.76, 3.57, 3.46, 3.67, 4.01, 3.43, 3.73, 3.82 and 3.76.

Due to the result, the mean values of students' perception (boys and girls) on teachers' implementation of physical education activities were 3.2 and 3.4 respectively. The overall mean score of students' perception (boys and girls) on teachers' implementation of physical education activities was 3.3. According to findings, the students' perception on teachers' implementation of physical education activities were grouped as "sometimes".

According to our vision in Myanmar, "To create an education system that can generate a learning society, capable of facing the challenges of the Knowledge Age", it is necessary to build the learning society for the improvement of student achievement. It is needed to know the importance of physical education. The physical education is a vital part of education. Through a well-directed Physical Education Program, children develop skills for worth-using leisure time, engage in activities which are conducted to healthful living, develop socially, and contribute to their physical and mental health.

The purpose of Physical Education is to make children physically fit now and physically fit later when they become men and women, and establish a stable, enlightened citizen, capable of performing satisfactorily the social, vocational and moral obligation incumbent upon citizens. To implement this purpose, not only the physical education specialized teachers and other teachers but also parents and children must be included in this process.

Physical education activities were often implemented in schools (A, B, D, E, G, H, J, K and L). Therefore, all of these schools (A, B, D, E, G, H, J, K and L) could well implement physical education activities in their schools. Physical education activities in schools (C, F and I) were sometimes implemented because playgrounds were not found inside these school compounds, there are no stadiums or sport buildings to perform well physical education activities, no enough teaching materials, teaching aids, and other facilities. Firstly, school (C) is far more from the developing area of the township; the transportation is difficult from township to this school because school (C) is located at the higher mountain region. Secondly, school(C)

had around 400 secondary students. So, physical education specialized teachers had many difficulties to perform the physical education activities.

School (F) and school (I) are also located about 30 miles away from the township. These schools have playgrounds to do physical education activities for all students. However, physical education specialized teachers in these schools were assigned as subject teachers or academic teachers. So, they don't have time to teach physical education activities for all levels. Students from schools (C, F and I) are willing to perform more physical education activities in their schools. Therefore, it is found that there is only one well-trained physical education specialized teacher in each school. The physical education specialized teachers in the selected schools face obstacles and also many difficulties.

### **Suggestions**

Based on the analyses of the survey, the following suggestions and recommendations are presented to improve the implementation of physical education activities in the schools in order to develop physical and mental of the children.

- Physical education specialized teachers should be appointed in every school because only one physical education specialized teacher can't handle a lot of students to teach the physical activities in school.
- Sport buildings such as gymnasium, indoor hall, etc. should be built for safety and performing activities well in schools.
- Teaching materials concerned with sports should be provided sufficiently in schools because there were some materials provided by the government. But there is not enough materials for all students.
- Every teacher should understand the importance of physical education activities in school, community and society.
- Every teacher should understand aims and objectives of physical education to implement these aims and objectives in school.
- Every teacher should have enough knowledge about physical education how to create learning environment and how to motivate students.
- Teacher should often use the appropriate teaching methods for the students.
- Teacher should practice how to use teaching materials, sports materials, information and communication technology related with physical education.
- Teacher should record and assess the students' physical progress (i.e, endurance, mobility, endurance, strength, flexibility, etc).
- Teacher should arrange the physical education program in order that every student could participate and not to give priority or change to more physical able persons.
- Sport competitions should be held more in interschool and intra-school sports activities of all regions or states.
- Teachers, students and their parents should have enough attention, time and support for implementing the physical education activities.

## Need for Further Research

In this study, the perception of the teachers and students on implementation of the physical education activities and the teachers' implementation of the physical education activities, and the perception of students' on teachers' implementation of the physical education activities were investigated.

There is a need for further study research including other activities that support physical education activities. More research is required to investigate the implementation of physical education activities for the students' all-around development. It is needed to study the role of a physical education specialized teacher in implementing physical education activities in school.

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