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**THE EFFECTIVENESS OF EXISTING PHYSICAL EDUCATION CURRICULUM AT
THE DEGREE LEVEL**

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KEYWORDS	ABSTRACT
Effectiveness, Existing Physical Education Curriculum, and Case Study	Study was conducted to assess effectiveness of physical education curriculum at college level in Khyber Pakhtunkhwa. The population consisted twenty-seven physical education teachers and five hundred and thirteen physical education students who selected from nine randomly selected districts. Survey technique was used for collection of required information. Appropriate questionnaire on Likert scale "ranged from very much to Not at all, was developed" and used after pilot testing over sampled respondents from colleges adopting Cronbach Alpha reliability method. The respondents' responses were analyzed through SPSS. Statistical techniques were used for data analyses. Data have revealed that almost all respondents had agreed upon significance and effectiveness of existing health and physical education curriculum in growth and improvement of personality, good personal habits, and maintenance of physical fitness. But unfortunately, change of social learning skills among students was rejected by concerned population. Study offered significant results in reaching conclusion and extracted suitable recommendations.
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INTRODUCTION

Curriculum is the base on which activities, subject, and experiences are planned. It is totally of all the learning to which learners are exposed during study in the laboratory, classroom, playground and in library. The curriculum of any subject is said to the heart-breaking pulse of the nation. In this drive, by looking at curriculum, "one can judge state of intellectual progress and progress of country". Today, new communication technologies, information and ideas are driving like the stream. In light of these, it becomes obligatory to apprise our curricula regularly by familiarizing the prevailing development in relevant fields of knowledge. In our country, colleges are grouped as inter and degree colleges. In both kinds of colleges, the subject of health and physical education has been introduced as optional subject. The students on their own choice select this subject which has equal credit of

marks as other subjects. The extent of physical education being very vast, hence it has been emerging in a new and refined shape.

Earlier, the discipline of physical education was confined only to physical movement of the human beings. But, at present, on account of scientific research, the situation has totally been changed. Now physical education has involved a number of new areas like anatomy, physiology, psychology, sports medicine, exercise physiology, sociology, management, as well as sports diet. The students of the above-mentioned discipline are taught about all these areas. This extension in the comprehensiveness of the discipline on academic side. In this regard, [Schneider and Klotz \(2000\)](#) states that the sound curriculum of the physical education helps sharpening the thinking abilities of the students which have very positive impact on the student's academics. It is "important to be healthy and fit in order to have progress in studies and academics" ([Eccles, 2004](#)) whereas, the numerous researches have proved that the curriculums are designed with the intentions to boost student's academics ([Sallee & Tierney, 2007; Rothstein, 2000](#)).

LITERATURE REVIEW

[Kelly and Melograno \(2004\)](#) illustrate that "curricula directed toward the self-actualization assign a high priority to the achievement of individual autonomy and self-direction". The study further states that the curriculum helps the students in recognizing his/her personal goals, for evolving the personal uniqueness, and controlling personal learning in different situations. In another study, [Achinstein and Aguirre \(2008\)](#) affirms that the curriculums are planned to challenge every individual both teachers and students to encompass themselves towards cross-boundaries, to exceed preceding restriction and to develop new perception. In a study, [Schempp \(2003\)](#) suggested that "curriculum for physical education and sport is enriched by outdoor pursuits, high adventure activities, and opportunities to explore many new physical recreational activities, options to pursue excellence in the performance of the chosen sport, and a multitude of movement challenges for the students at varying levels of the physical as well as motor skills".

The developmental rationale for the curriculum as well as statement towards educational philosophy is fundamentally the procedure of the creation towards the value orientations explicitly. In this regard, the curriculum theorists ([Lund & Tannehill, 2010; Smart et al., 2000](#)) urge that accountable for crafting curriculum to explain programmed philosophy that involved in realizing curricula can support intentionally and desired goals achievement. It is evident from the physical education history and pedagogy sport that have usually two predominated curriculum goals: the skillful movement and health-related fitness ([Lund & Tannehill, 2010](#)). The author further states that these goalmouths reproduce secondarily self-actualization and primarily disciplinary mastery. The task of the individuals' curriculum developer is to describe fitness as planned objective, set educational success standards,

identify interest toward fitness components and select suitable instruments for assessment (Thomas et al., 2005 & Gould et al., 2002).

The movement goal-line include usually control of fundamental and basic desired skills and expert performance towards selected gymnastic, dance, sport, as well as recreation physical activities and practices. These certain practices and activities designated vary from situation to situation in accordance with resources and interests in the diverse geographic regions, communities, and ethnic cultural diversities (Pill et al., 2012). This is the scientific age and research-based knowledge is added to each and every discipline. The discipline of health and physical education too need new and research-based facts. In this regard, it is very much important to analyze the existing curriculum of "health and physical education". This study is primarily aimed to evaluate effectiveness of "health and physical education curriculum" at college level. Researcher analyze the influential factors with reference to the affective teaching of physical education in light of views of concerned teachers and students in the Government Degree Colleges of KP.

Problem Statement

It has been a matter of common observation that all aspects of life have been subject to modification and change. The physical education field and sports sciences is not immune to these global changes that are posing new challenges. Hence, it is very much important to analyze the effectiveness of physical education curriculum with special reference to the growing demands. In this context, the researcher decided to work upon a study to assess effectiveness of existing physical education curriculum at government Degree College's level. This study was conducted at Government Degree College's in Khyber Pakhtunkhwa (KP), Pakistan. The researcher will address situation with help of appropriate questionnaire and the findings will provide base for providing the recommendations in the betterment of the health and physical education.

Objectives of Study

The present study was focused to achieve the following main objectives aligned with the main theme under considerations which is aimed to be achieved by utilizing the different tools and techniques to reach the conclusion.

1. To evaluate the effectiveness of existing physical education curriculum on various dimensions i.e., personality, good personal habits, social skills and physical fitness at college level in KP.
2. To assess responses of teachers and students regarding effectiveness of existing physical education curriculum on various dimensions: personality, good personal habits, social skills and physical fitness at college level in KP.

Research Hypotheses

This study has certain objectives which are converted into research hypotheses which are aimed to be achieved to conduct the study.

1. Existing physical education curriculum is significantly contributing in development of personality among students at degree level as perceived by the teachers and students.
2. Existing physical education curriculum develops good personal habits among the students at degree level as perceived by the respondents.
3. Existing physical education curriculum has positive role in development of social skills among students at degree level as perceived by respondents.
4. Existing physical education curriculum has positive role in development of physical fitness amid students at degree level as perceived by teachers and students.
5. There is significant mean difference between responses of teachers and students regarding the effectiveness of existing PEC on various dimensions i.e., personality, good personal habits, social skills and physical fitness.
6. There is significant mean difference between responses of teachers and students regarding the effectiveness of existing PEC on various dimensions i.e., personality, good personal habits, social skills and physical fitness

RESEARCH METHODS

The researcher has adopted the following procedures in order to assess the effectiveness of physical education curriculum in the teaching physical education in various college of the Khyber Pakhtunkhwa, Pakistan.

Research Method & Data Collection Technique

Generally, the types of the research methods are divided into two broad categories i.e., quantitative and qualitative. Consequently, the researcher followed the survey technique for collecting needed information.

Population of Study

The population for this study comprised of teachers and students in degree colleges of Khyber Pakhtunkhwa. The researcher has confined his study only to boy government degree colleges through the process of delimitation.

Sample and Sampling

The researcher selected a representative sample from whole population to collect more authentic and reliable information. Population of research study comprised on teachers and students of government degree colleges in the province of Khyber Pakhtunkhwa (KP). There are 26 districts in the province of KP in which the total number of male colleges is 97. As the present study was related with enormous population number and it was thus uncontrollable to interaction all of member of population. Henceforth, the researcher has limited the current study to the postulated respondents' number over sampling process. In this connection, the scholar divided the province into three different regions like northern region, central region, and southern region. A sample size (representative) was nominated from each of concerned region.

The researcher selected 03 (three) districts from each concerned region and congruently, 03 (three) colleges from each "district randomly for equal representation". Finally, twenty respondents (one physical education teacher and nineteen students) from each college were conveniently selected and participated in the study. Thus, a sample of 540 (physical education teachers= 27 and students= 513) was selected from government boy's degree colleges, Khyber Pakhtunkhwa, Pakistan.

Data Collection Instrument

Based on researcher personal observation, related research articles, supervisor suggestions and the opinion of the physical educationists as well as students, the researcher developed the questionnaires for the collection of required information. In this connection, required detailed is given below for understanding.

Effectiveness of Health & PEC Questionnaire

This questionnaire has used to assess the viewpoint of physical education teachers and students regarding effectiveness of existing health and physical education curriculum on various dimensions like, personality development, personal habits, social skills and physical fitness amid students at college level in KP.

Validity & Reliability

In research, the validity denotes to the scale appropriateness and reliability mentions the internal consistency of the scores gained from the experts, that how consistent "they are for each individual participating in the study" (Kothari, 2004). The suggestions from the supervisor and opinions from the experts of "sports sciences and physical education" from similar and other "disciplines were obtained to determine" the instrument content validity. In this connection, the "reliability measures were assessed through Cronbach's Alpha and found .831 which was highly" significant.

Procedure of Data Collection

Prior to data collection, researcher had obtained authority letter of Head of Department (HOD) to collect the data from sampled college. The authority letter was then sent to all the principals of selected colleges in order to get permission as well as cooperation was sought in connection with collection of data. Before distribution of scale, the researcher verbally explained the purpose of his visit. Respondents were asked to carefully read the questionnaires, respond to all the statements included in the questionnaires and return the same within a week time. In this way, they were assured that the gathered information would be used for research purpose only.

DATA ANALYSES

In order to meet the objectives of research and with intention of testing hypotheses, data collected were analyzed by using descriptive and inferential methods using the Statistical Packages for Social Sciences, version 24.0.

H₁: Existing physical education curriculum is significantly contributing in development of personality among students at degree level as perceived by teachers and students.

Table 1 Regression Showing Effect of Existing PEC on development of Personality.

Model	R	R ²	Adjusted R ²	F	Sig.
1	.707	.500	.499	537.135	.000 ^b

Predictor: Existing Physical Education Curriculum Criterion: Development of Personality

Table 2 Coefficients of Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.197	.107		1.850	.000
Existing PEC	.866	.037	.707	23.174	.000

α=0.05

Table no, 1 show that the existing physical education curriculum has significantly effect on the development of personality. R2 in the above table shows that there are 50% effects in personality development due to existing PE curriculum. According to the coefficient table, if one unit increases in the existing PE curriculum then it will cause 0.866 units variation in personality development. Statistically, existing PE curriculum significantly expected on development of personality, B=0.886, t (538) = p<0.01. Existing PE curriculum clarified the significant proportion of variance in personality development: R2 = .500, F (2, 538) = 537.135, p<0.01. The above table point out that the alternate hypotheses is at this point accepted.

H₂: Existing physical education curriculum develops good personal habits among students at degree level as perceived by the respondents.

Table 3 Regression Showing the Effects of Existing PEC on Good Personal Habits

Model	R	R ²	Adjusted R ²	F	Sig.
1	.405	.164	.162	105.343	.000b

Predictor: Existing Physical Education Curriculum Criterion: Good Personal habits

Table 4 Coefficients of Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.304	.128		10.199	.000
Existing PEC	.460	.045	.405	10.264	.000

α=0.05

Table no, 2 shows that the existing physical education curriculum has significantly effect on the good personal habits. R2 in above table shows that there are 16% effects in good personal habits due to existing PE curriculum. According to coefficient table, if one unit increases in existing PE curriculum then it will cause 0.460 units variation in good personal habits. The existing PE curriculum significantly expected on good personal, $B=0.460$, $t(538) = p<0.01$. Existing PE curriculum explained the significant proportion of variance in good personal habits: $R^2 = .164$, $F(2, 538) = 105.343$, $p<0.01$. The above table point out that the alternate hypotheses is at this point accepted.

H₃: Existing physical education curriculum has positive role in development of social skills among students at degree level as perceived by the respondents.

Table 5 Regression Showing Effects of Existing PEC on Development of Social Skills

Model	R	R ²	Adjusted R ²	F	Sig.
1	.405	.164	.162	105.343	.000b

Predictor: Existing Physical Education Curriculum
 Criterion: Development of Social Skills

Table 6 Coefficients of Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.531	.149		10.291	.000
Existing PEC	.401	.052	.315	7.703	.000

$\alpha=0.05$

Table no, 3 shows that the existing physical education curriculum has significantly effect on the development of social skills. R2 in the above table shows that there are 9% effects in development of social skills due to existing PE curriculum. According to the coefficient table, if one unit increases in the existing PE curriculum then it will cause 0.401 units variation in development of social skills. Statistically, existing PE curriculum significantly expected on development of social skills, $B=0.401$, $t(538) = p<0.01$. Existing PE curriculum clarified the significant proportion of variance in development of good social skills: $R^2 = .099$, $F(2, 538) = 159.333$, $p < 0.01$. The above table point out that alternate hypotheses is at this point accepted.

H₄: Existing physical education curriculum has positive role in development of physical fitness among students at degree level as perceived by PE teachers and students.

Table 7 Regression Showing Effects of Existing PEC in Development of Physical Fitness

Model	R	R ²	Adjusted R ²	F	Sig.
1	.405	.164	.162	105.343	.000b

Predictor: Existing Physical Education Curriculum
 Criterion: Development of Physical Fitness

Table 8 Coefficients of Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.506	.143		10.519	.000
	Existing PEC	.385	.050	.315	7.685	.000

$\alpha=0.05$

Table no, 4 shows that the existing physical education curriculum has significantly affect on the development of the physical fitness. R2 in the above table shows that there are 9% effects in development of physical fitness to the existing PE curriculum. According to the coefficient table, if one unit increases in the existing PE curriculum then it will cause 0.385 units variation in development of the physical fitness. Statistically, existing PE curriculum significantly expected on development of the physical fitness, $B=0.385$, $t(538) = p<0.01$. Existing PE curriculum clarified the significant proportion of variance in development of physical fitness: $R^2 = .099$, $F(2, 538) = 59.058$, $p<0.01$. The above table point out that the alternate hypotheses is at this point accepted.

H₅: There is significant mean difference between responses of teachers and students regarding effectiveness of existing PEC on various dimensions i.e., personality, good personal habits, social skills and physical fitness.

Table 9 ANOVA showing the mean difference between the responses about H₅

Effectiveness	N	Mean	Std. D	F	Sig.
Development of Personality	540	2.60	.84		
Good Personal Habits	540	2.58	.79		
Development of Social Skills	540	2.57	.85	.771	.510
Development of Physical Fitness	540	2.64	.88		

The above table also indicated that, descriptively the effect of existing physical education curriculum on development of physical fitness is greater than other factors, development of personality, development of good personal habits & development of social skills (2.64 > 2.60, 2.58 & 2.57). Consequently, the most dominant factor developed by the existing physical education curriculum at college was development of social skills. Hence the set hypothesis is hereby rejected.

H₆: There is significant mean difference between responses of teachers and students regarding the effectiveness of existing PEC on various dimensions i.e., personality, good personal habits, social skills and physical fitness

Table 10 T-test showing the mean difference between physical education about H₆

Personal factors	Category of the respondents	n	Mean	SD	df	t	Sig.
Personality Development	Physical Education Teachers	27	3.500	.56872	(2,538)	5.823	.000
	Students	513	2.548	.83552			
Good Personal Habits	Physical Education Teachers	27	3.281	.68540		4.869	.000
	Students	513	2.540	.77548			
Development of Social Skills	Physical Education Teachers	27	3.431	.83418		4.863	.000
	Students	513	2.601	.86652			
Physical Fitness	Physical Education Teachers	27	3.273	.63207	4.680	.000	
	Students	513	2.536	.84407			

α=0.05

The above table 6 depict that, there is significant difference amid personality development of physical education teacher and students. The t test showing $t(2, 538) = 5.823, p = .000 < \alpha = 0.05$. The data indicates that, there significant difference between good personal habits of physical education teacher’s students. The t test showing $t(2,538) = 4.869, p = .000 < \alpha = 0.05$. Similarly, the result of the t-test also indicates that, there is significant difference between the development of the social skills of physical education teachers and students. The t-test showing $t(2, 538) = 4.863, p = .000 < \alpha = 0.05$. The data also depict that, there is significant difference between the physical fitness of the physical education teachers and students. The t test showing $t(2, 538) = 4.680, p = .000 < \alpha = 0.05$. Hence the hypothesis there is significant difference between the physical education teachers and students with the special reference to the effectiveness upon the PE Curriculum is hereby accepted.

DISCUSSION

The results of the study revealed that majority of the respondents’ perceived health and physical education as very important discipline, which helps in the overall development of students. The majority of the respondents supposed that the existing program of health and physical education not only improve physical and mental aspects, but also works for the development of the various personality traits. This finding is supported by [Laker \(2000\)](#) who concluded that physical education develops a good personality by inculcating various qualities like leadership, cooperation and the power of imagination. It has also been found in the present study that majority respondents agreed that the existing physical syllabus offered courses which help to create good personality. The finding corresponding to the findings obtained from the study conducted by [Glanz et al. \(2008\)](#) have concluded that the program of health and physical education motivates students to take care of personalities. They take part in physical education activities. Similarly, [Weinberg and Gould \(2014\)](#) have

demonstrated that development of personality can easily be achieved over participation in an organized program of physical activities.

The overall positive effect of the existing health and the physical education curriculum was perceived by teachers and students at college level in the selected area. The majority of respondents declared that the existing syllabus for health and physical education provide all round development of healthy habits. Similar findings have been found in the study of [Keating et al. \(2005\)](#) who have affirmed that the program of physical education encourage students to adopt the healthy lifestyle, whereas [Jones \(2009\)](#) has proposed that physical education syllabus motivate the students to engage in the constructive activities. These findings correlate with the findings that an organized program of physical education helps in motivating the students to adopt healthy habits like use of balance diet, proper sleep and regular taking part in various sort of physical activity ([Wallhead & Buckworth, 2004](#)). In this connection, the respondents were asked whether the existing health and the physical education curriculum is playing the role in the learning social skills or not? Therefore, the majority of the respondents did not agree that physical education helps in learning social skills among students at Degree College.

In the researcher's opinion, this situation is based on the fact that the existing health and physical education curriculum provide all round development of social skills. Upon this notion, [Galassi \(2001\)](#) have proposed that the curriculum may be designed in such a way which could develop the capacity to participate in social settings and interact with others. Similarly, a well-designed physical education curriculum helps in enabling the students to express emotions and reactions with facial gestures or body language, while confident in realizing how to behave in different social situations ([Hardman, 2011; Johnson et al., 2000](#)). The study has proved that both the teachers and students did not perceive a very positive impact on existing physical education curriculum in the development and improvement of physical fitness. In this regard, the researcher observed very little attention on practical of health and physical education. similarly, during contact with the students, most of them replied that practical classes do not conduct on the regular basis. Likewise, the physical education is practically oriented discipline in which proper emphasis may be given to both theory and practical classes ([Kyriacou, 1997](#)).

CONCLUSION

The study was conducted to assess effectiveness of existing physical education curriculum and to investigate the factors that affect teaching health and physical education at degree college level in Khyber Pakhtunkhwa. The data shows that both categories of respondents i.e., teachers and students considered health and physical education as an important subject for the overall development of students. The respondents perceived a significant effect of health and physical education curriculum in development of personality, good personal habits, and maintenance of physical fitness. But unfortunately, the development

of social learning skills among students was rejected by concerned population. However, the data have affirmed that the development and improvement of physical fitness were the most dominant dimension developed through the health and the physical education curriculum.

Recommendations

1. The study has found that the required facilities for teaching health and physical education did not provide the vast majority of the colleges. Therefore, provision of required facilities in and outside the classrooms is frequently recommended.
2. The study has shown that allotment of periods for health and physical education subject has serious issue. Therefore, researcher recommended that the concerned officials may arrange sufficient periods in a week; so that the full outcomes can be passed on to the students.
3. The most important factor in an effective teaching is the teacher's competency. For this purpose, arrangement of workshops and seminars may be arranged by the school administration in collaboration with director colleges in order to equip the physical education teachers with innovative teaching strategies.
4. Rejecting the alternative hypothesis, researcher has recommended that curriculum may be designed with intention which could meet the demand of learning social skills among students.

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